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The Nation's Schools

FEBRUARY 1949

Farmers' hopes and complaints about schools • Inside
F. S. A. — the Office of Education • Determining pupil transportation
costs • Hickory stick blues • Administrators are not
miracle men • Answering taxpayers' questions about new construction



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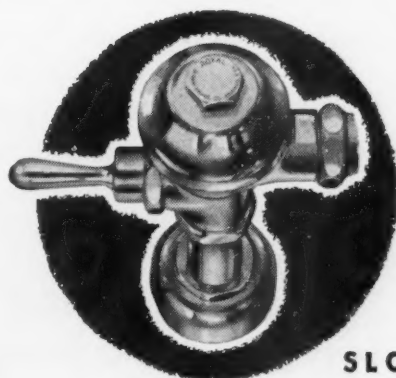
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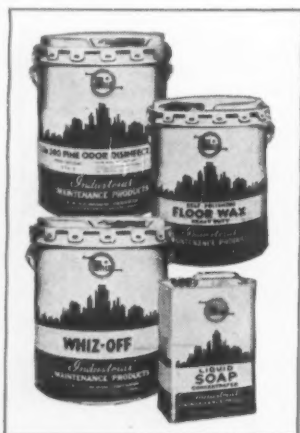
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February 1949

FEATURE ARTICLES

Looking Forward.....	21
Inside F.S.A.—the U.S. Office of Education.....	23
	E. B. NORTON
A Chat With Atlanta's Woman Superintendent.....	27
Farmers' Hopes and Complaints About Schools.....	28
	B. P. BRODINSKY
Teachers Must Be Human, if—.....	32
	FREDERICK E. GYMER
Hickory Stick Blues.....	34
	FREDERICK J. MOFFITT
Antagonisms Disappear After Spanish Teaching Is Introduced Into All Grades.....	35
	J. CLOYD MILLER
The School Administrator Is Not a Miracle Man.....	36
	N. E. WATSON
You Can't Argue With the Stork.....	38
	RUSSELL E. WILSON
Paternalism Retards Boy Scout Movement.....	45
	HERBERT S. LEWIN
Determining Pupil Transportation Costs.....	48
	R. L. JOHNS
South Plans Flexible Accrediting Standards.....	50
	W. E. PAFFORD
Federal Aid at Present Rate May Soon Exceed State and Local School Support.....	51
	J. C. MOFFITT
Salary Schedule Practices in Wisconsin.....	53
	STUART ANDERSON
Chalk Dust.....	55
	FREDERICK J. MOFFITT
Sargent as Critic.....	57
	Book Review by BOYD H. BODE
Providing Education for Trailer Camp Children.....	58
	M. M. CHAMBERS

SCHOOLHOUSE PLANNING

Rural Consolidated.....	40
	LAWRENCE H. PERKINS
Answering Taxpayers' Questions About New Construction.....	43
	THOMAS J. HIGGINS

AUDIO-VISUAL AIDS

Public Schools and Radio Station Co- operate to Put Education in the News 60	
	J. GLENN TRAVIS

THE SCHOOL CAFETERIA

Basic Beliefs About Lunch Programs.....	64
	THELMA G. FLANAGAN

MAINTENANCE AND OPERATION

The Custodian Makes the School Team..	66
	JULIUS BARBOUR

REGULAR FEATURES

Among the Authors.....	4
Roving Reporter.....	6
Questions and Answers.....	8
Names in the News.....	56
News in Review.....	70
Coming Events.....	98
The Book Shelf.....	100
What's New for Schools.....	133
Index of Advertisers op.....	136

AMONG THE AUTHORS



E. B. Norton

When E. B. NORTON describes the F.S.A. superstructure that has swallowed up the U.S. Office of Education (p. 23), he writes from on-the-spot observations. Dr. Norton had been a school administrator in Alabama fifteen years before he joined the U.S. Office of Education. He came from the office of state superintendent of education in Alabama in June 1946 to become director of the division of school administration in the U.S. Office. Four months later he became deputy commissioner. He joined the exodus of good men from the U.S. Office in June 1948 when he accepted appointment as executive secretary of the National Council of Chief State School Officers. But always in his heart there was the desire to be back "home" in Alabama, and so he accepted a call to the presidency of Alabama State Teachers College in Florence, taking office the first of this year.

In his home state, Dr. Norton has been president of the Association of School Administrators and president of the state education association. He had been superintendent of education in Covington County, a principal at Rawls High School in that same county, and science and athletics teacher in Montgomery County prior to his four years as state superintendent. He was a member of the first White House Conference on Rural Education in 1944 and a member of the U.S. Education Mission to Japan in 1946.

HERBERT S. LEWIN, whose comparison of American Boy Scouts and Hitler Youth appears on page 45, was born in Breslau, Germany, but is now a clinical and child psychologist in New York. He received his early education in Germany, but his M.A. came from Columbia University and his Ph.D. from the New School for Social Research in New York. Dr. Lewin has been doing research recently on the postwar attitudes of German youths and the problems of reeducating them.



N. E. Watson

Experience has taught NORMAN E. WATSON that "School Administrators Are Not Miracle Men" (p. 36); he's been a school superintendent since 1922. At the present time he is superintendent of the Northfield Township high school district, which includes Northfield, Glenview and Northbrook, Ill. Dr. Watson received his A.B. from Wabash College at Crawfordsville, Ind.; his M.A. from the University of Chicago, and his Ph.D. from Northwestern University. Title of his doctoral dissertation was "Interpretation of Schools to Boards of Education in Selected Communities." Dr. Watson's hobby is collect-

ing Oriental rugs, but, he points out, it is for obvious reasons a difficult hobby and usually an inactive one.



F. E. Gymer

"Parents really want to help the teachers, but between not knowing how and the deadly dullness of P.T.A. meetings, they are at sea," believes FREDERICK E. GYMER. Mr. Gymer is the author of "Teachers Must Be Human" appearing on page 32. Obligated to leave school to earn a living after he had spent only a year and a half in high school, Mr. Gymer hopes to live to see his son get the Ph.D. degree he wants. Mr. Gymer himself has satisfied every boy's ambition to join a circus (he spent a vacation as a roustabout in a circus in Iowa), to play in a band (this is the twenty-seventh year he has played a tuba in the Cleveland Shrine band), and to be a fireman (he kept boots and rubber coat at the nearest fire station for years). He started out as a draftsman, but when an advertising outfit offered him \$1 more a week in 1911, he took a job with it. Mr. Gymer didn't, he says, know then what advertising was, but he has stayed in the field until he now has his own firm.

ROE L. JOHNS, who discusses the financing of pupil transportation on page 48, is professor of school administration at the University of Florida and a research specialist for the Florida State Department of Education. He began his career in education as a teacher and principal in rural schools in Missouri; later he held positions as superintendent of schools at Bloomfield, Mo.; professor of school administration at Alabama Polytechnic Institute at Auburn, and director of administration and finance for the Alabama State Department of Education. Dr. Johns has long been interested in problems of pupil transportation; the subject of his doctoral dissertation was state and local administration of school transportation. During World War II, Dr. Johns served as an Allied Military Government officer in the European Theater of Operations.



T. J. Higgins

THOMAS J. HIGGINS, who answers some questions about schoolhouse construction on page 43, is a Chicago consultant on school buildings and surveys. He is a former president of the National Council on Schoolhouse Construction. From 1944 to 1946 Mr. Higgins was a member of the Illinois Postwar Planning Commission; since 1940 he has been a consultant for the Illinois Association of School Boards. Mr. Higgins is an editorial consultant for *The NATION'S SCHOOLS*.

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Roving Reporter

Fiesta Planned by Spanish Classes Takes Students to Mexico . . . High School Seniors Enjoy Social Usage Course . . . Cycle Sense Being Developed in Santa Fe . . . What Concordia, Kan., Groups Are Doing for High School Library

A HIGH SCHOOL FIESTA at Toms River, N.J., raised enough money to send a student to summer school at the National University of Mexico.

Wearing gay, colorful costumes, students in Spanish classes at the school performed Mexican dances and sang Mexican folk tunes at the fiesta. An art committee had designed the scenery, while other students had written Spanish dialog, in the form of a skit, as continuity for the show. There was standing room only in the auditorium.

The students made a net profit of \$406, after entertainment tax had been deducted and all bills paid. It was decided that \$300 should be awarded as the scholarship and the remainder retained in a fund for expenses on a similar project another year.

So much interest was aroused by the project that five other students asked if they might make the trip, paying their own expenses. The Toms River Spanish teacher, Louis Albini, accompanied the six as chaperon.

During their six weeks in Mexico the students took work for which they received six credits and also a non-credit course in Mexican folklore. They lived in a Mexican home.

SENIORS at Central School in Port Byron, N.Y., aren't social butterflies, but they are learning how to entertain and be entertained in a world in which a high value is placed on ability to meet people and converse.

A course in social usage was established there in 1946. All members of the graduating class meet one hour a week to learn such things as how to pour tea, eat soup and serve gelatin, how to conduct oneself at a junior prom, and how to seat one's partner at dinner.

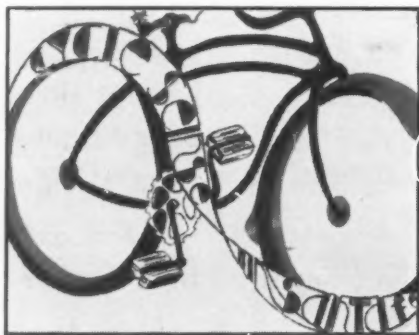
Some class time is spent discussing personality traits and how to get along with others, and also such serious problems as getting a job and getting married.

The class gives a tea to which students are asked to bring their mothers. The boys and girls are required to introduce their mothers or other guests to the hostesses (usually assisting faculty members) and to at least three other persons. They take turns pouring at the tea table and passing sandwiches and cookies.

Other functions during the year are a buffet supper at which the class entertains the board of education, a "brunch" party, or small individual parties at the homes of members, and a formal dinner dance at a hotel.

IF THE CHILDREN in Santa Fe, N.M., lack "cycle sense," it's not the fault of their schools.

A safety booklet, called "Cycle Sense in Santa Fe," has been issued to chil-



dren in the intermediate grades through junior high school in that town and is being used in their safety education classes.

Large pictures in the booklet show the safe way to ride a bicycle. Series of small pictures show what happens when children ignore safety rules. One

pair of pictures is captioned "Groceries in Hand" and "On Ground You'll Land."

Santa Fe is the only school system in New Mexico employing a full-time safety director.

A YEAR AND A HALF AGO the high school library in Concordia, Kan., had the shabby, gloomy atmosphere of an Ozark courtroom. The greater part of its shelves was filled with old *Congressional Records*, ancient Department of Agriculture bulletins, and dog-eared, out-of-date textbooks. Students avoided the library; when forced to use it, they could find little of value there.

Supt. Carl James persuaded the board of education to employ a full-time librarian for the 1947 fall term. The high school P.T.A. chose improvement of the school library as its yearly project and began money-raising projects to create a fund for the purchase of books. The interest of service organizations and individuals was aroused, and they joined the crusade.

The board of education had the library room completely redecorated, replacing the inadequate lighting with modern fluorescent fixtures, and added conference and repair rooms.

With the resources from all agencies, the school libraries at Concordia will have more than \$3 per pupil each year for two years, with a guarantee of an adequate amount for future maintenance and expansion. The high school and elementary P.T.A.'s this year chose continued improvement of the libraries as annual projects.

The students are helping, too. When the senior class met last spring to decide what it should leave the school as a parting gift, the unanimous decision was to give \$300 earmarked for the purchase of new books for the library.

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Questions and Answers

Insurance for Athletic Injuries

Please furnish us complete information concerning insurance for coverage of athletic injuries.—S.J.P., S.C.

At the present time, there are approximately thirty-five state high school athletic associations throughout the nation which have some form of athletic accident benefit coverage. In some states, the state education association carries this type of coverage; in others, regular insurance companies have been formed for this purpose, and in some, the state association and a commercial insurance company have a cooperative arrangement.

Information regarding the various types of athletic accident benefit coverage may be obtained from the executive officers of the following state high school athletic associations, to mention a few: California, Illinois, Iowa, Kansas, Michigan, Minnesota, New York, Oregon, Pennsylvania and Wisconsin; also the New England Association of Secondary-School Principals—CHARLES E. FORSYTHE, *assistant superintendent for interscholastic athletics, Michigan State Department of Public Instruction, Lansing.*

To Reduce Drop-Outs

What can the schools do to reduce the number of drop-outs from the ninth to the twelfth grades? Our school's average is 48 per cent. The national average is 60.—J.F.S., Ill.

Three broad avenues should lead to an increase in the capacity of a high school to retain its students through graduation. These are (1) improving the curriculum, (2) strengthening the extracurricular program, and (3) developing the guidance services.

Youths may be expected to remain in high school if they find in the school a curriculum which by its content and its methods of presentation is meaningful. Too many high school curriculums are worth while only to the small percentage of youths who are academically minded. Even the scholarly student, the college-bound youth, is

poorly served by an educational program that focuses narrowly on college preparation. A comprehensive program of general education is needed which will be worth while to all boys and girls because it deals directly with the problems of everyday citizenship, homemaking, recreation, esthetics, economics and the like.

In addition to the program of general education, a variety of vocational offerings serving the real vocational needs of the community should be provided. Vocational agriculture, vocational homemaking, trade training, clerical training, and business training may all be necessary in a school. If the school enrollment is too small to afford this diversity, consolidation of two or more neighboring high schools with efficient transportation may be necessary for good education.

Social contacts are important to the adolescents who attend high school. Since the maturation rate varies for different individuals, some high school youths will enjoy sophisticated activities, while others require unsophisticated activities.

Because prestige is important to adolescents, the activities in which they engage must be successful. A rich, strong extracurricular program is necessary to provide this variety of successful activities. Students are less likely to drop out of a school that provides good programs of athletics, parties, music, dramatics, journalism, clubs and service activities.

Whatever the general program of a school, individual boys and girls will have problems that must be dealt with individually. Above all, the classroom teachers must be sensitive to these individual needs and qualified by personality and training to deal with individual differences. Supplementary to the work of the classroom teachers, specialists in counseling are valuable. Problems of personal adjustment, of social adjustment, of scholarship, of goals in life, of health, or of family finances may need identification and

solution if individual students are to remain in school—DAN H. COOPER, *assistant professor of education, University of Chicago.*

Flameproofing Textiles

How can we inexpensively flame-proof draperies, chair covers, and curtains?—B.H.T., Ill.

Mix 1 pound of crystalline borax and 13 ounces of boric acid in 2 gallons of water. The water should be heated and the constituents allowed to dissolve; mix thoroughly.

After the solution has been allowed to stand until it has cooled to room temperature, any washable fabric that is dry and clean can be immersed in it. If the material wets easily, dipping may be all that is necessary; if the fabric seems heavy, it may be soaked for ten or fifteen minutes to ensure impregnation. Starch may be included in the solution at the same time.

The article should be wrung by hand and, upon drying, ironed with a lower temperature than ordinarily used because the treatment lowers the scorch resistance somewhat.

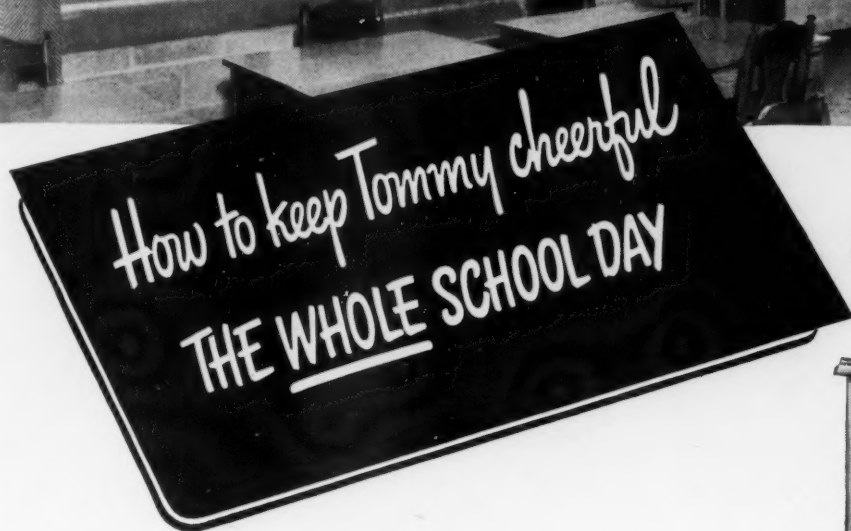
If the material is of such texture that it must be redampened for pressing, a steam cloth or steam iron should be used.

This treatment does not affect the color of most dyes, does not encourage mildew, and is nonpoisonous. It is not permanent, however, and must be renewed after each washing.—*National Bureau of Standards, Washington, D.C.*

Curriculum Revision

What is the best approach to a curriculum revision study in a twelve-grade system?—R.W.C., Ky.

Curriculum revision in a twelve-grade school should be brought about through direct or indirect participation by all the faculty and by as many students and lay persons as possible. The movement can be spearheaded by a curriculum council whose membership represents each school, the principals, supervisors, superintendent's office,



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H. W. SCHMIDT..... *Wisconsin State Dept.*
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VIRGIL STINEBAUGH..... *Indianapolis Public Schools*
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CHARLES H. THOMPSON..... *Howard University*
EDMUND H. THORNE..... *West Hartford Schools*
C. C. TRILLINGHAM..... *Los Angeles County Schools*
JULIUS E. WARREN..... *University City Public Schools*
W. T. WHITE..... *Dallas Public Schools*

P.T.A., mother study group, student council, management and labor. The curriculum council should establish committees for curriculum improvement as the needs arise. The council might use the following approach:

Step 1. Organize and discuss its purposes, stressing the need to bring about curriculum improvement. (An outside speaker, motion pictures and literature can be used to advantage here.)

Step 2. Ascertain the present curriculum of the school by an inventory. This inventory can be taken on a teacher sampling basis and can cover such items as purposes, typical educational experiences, materials and methods of instruction for each course or subject area. The major purpose of this inventory is to help teachers understand their present curriculum. The council members should discuss the inventory in their meetings.

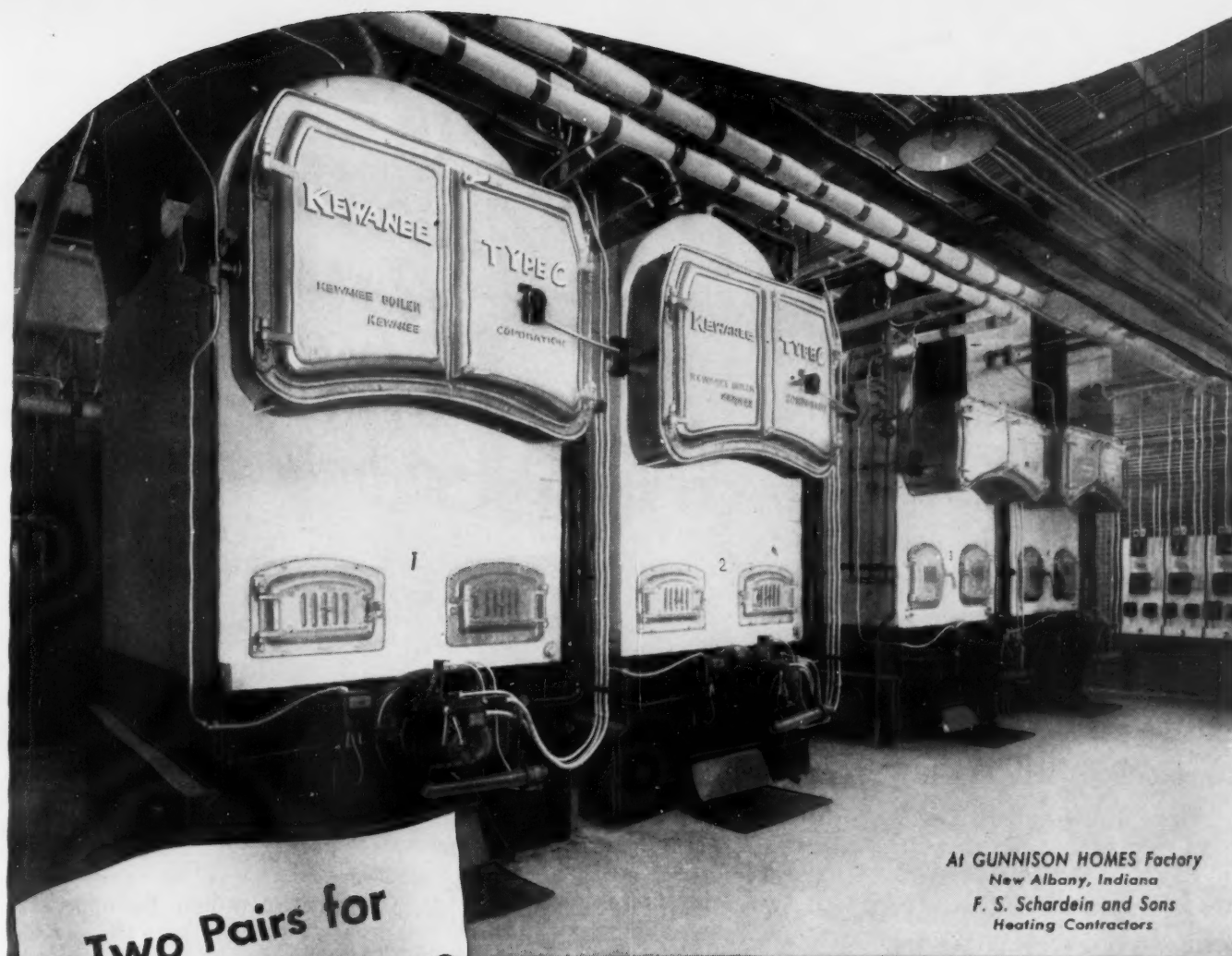
Step 3. Sponsor an all-school study of the newer philosophies of education. This can be done through a philosophy committee's reporting to the council and at building and general faculty meetings. The school's philosophy should be discussed and restated each year if necessary.

Step 4. Promote a study of the community. This study should concern all factors in the community that have a bearing upon the curriculum. (This study can be carried out and reported upon by the civics classes.)

Step 5. Draw the curricular implications for the present curriculum from steps 3 and 4. (Outside consultants, speakers, visitations, motion pictures, and educational literature can be used to an advantage here.)

Step 6. Encourage implementation of the curricular implications. This can be done by all-school committees, production committees, curriculum workshops, lay and building committees.

One of the major problems that the curriculum council will face is communication. This problem can be partially solved by having time reserved in every building meeting for curriculum council representatives to report and by establishing a *Curriculum News* to publish the curriculum improvement as it takes place. Curriculum improvement will take place if teachers are given an opportunity to participate in a plan that utilizes the democratic processes, such as the one I have outlined attempts to do.—THERAL T. HERRICK, *director of curriculum, public schools, Kalamazoo, Mich.*



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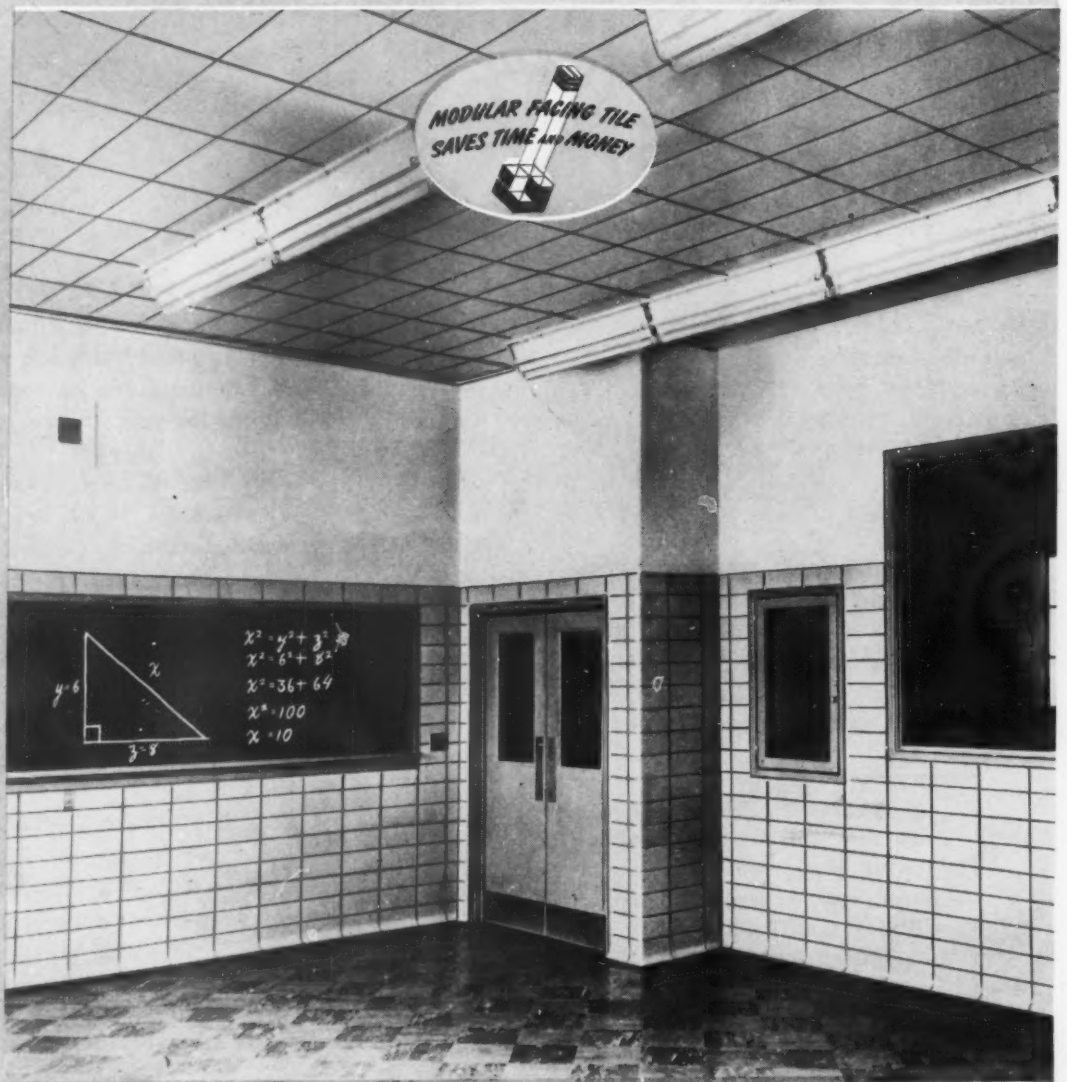
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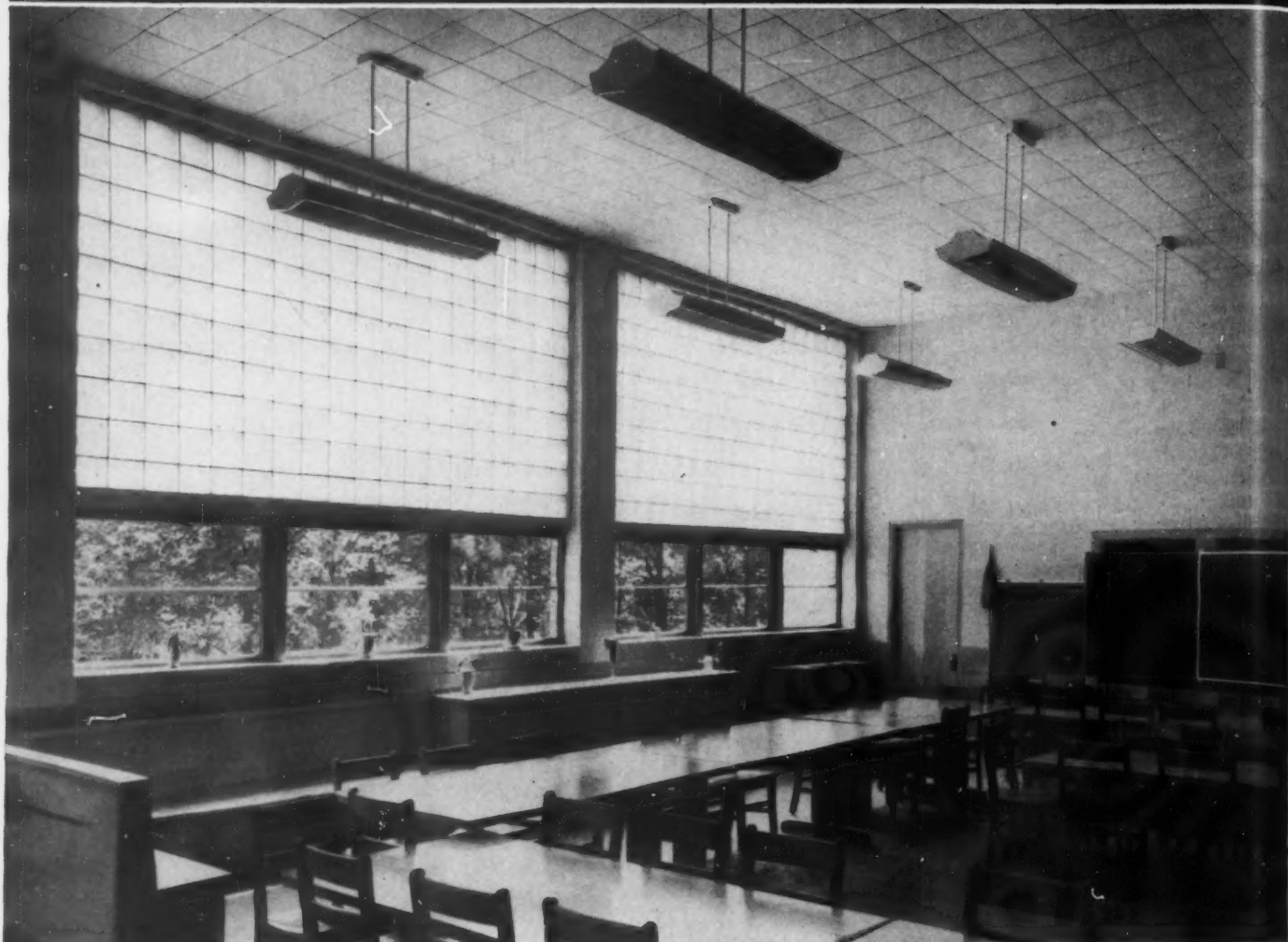
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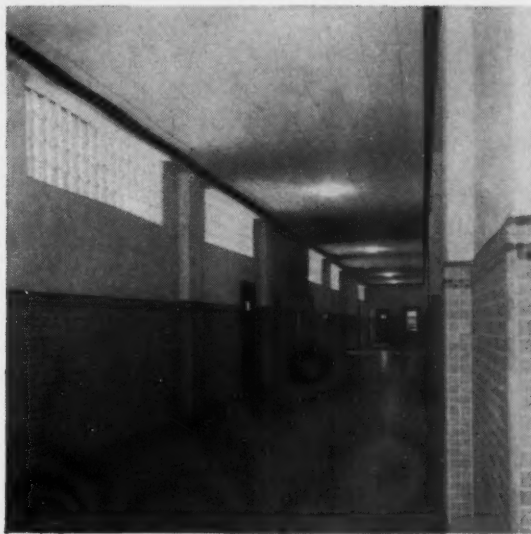
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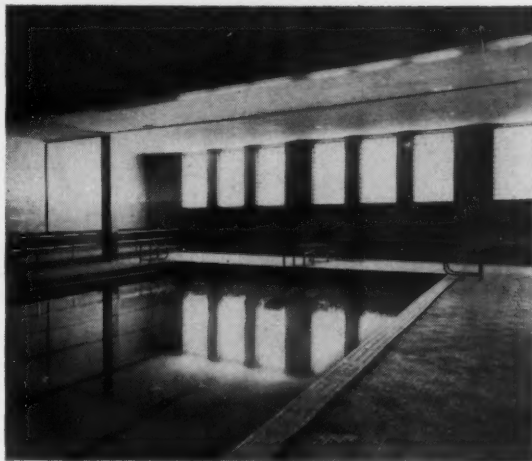
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Architects: Overend & Boucher.



FLOODS OF NATURAL DAYLIGHT are supplied for this pool by PC Glass Blocks, assuring good vision with safer footing for the swimmers. Further, the humid air in such rooms causes ordinary sash to rot or corrode, but will not affect glass blocks; maintenance costs are reduced. *West Senior High School, Rockford, Illinois.*
Architect: Gilbert A. Johnson.

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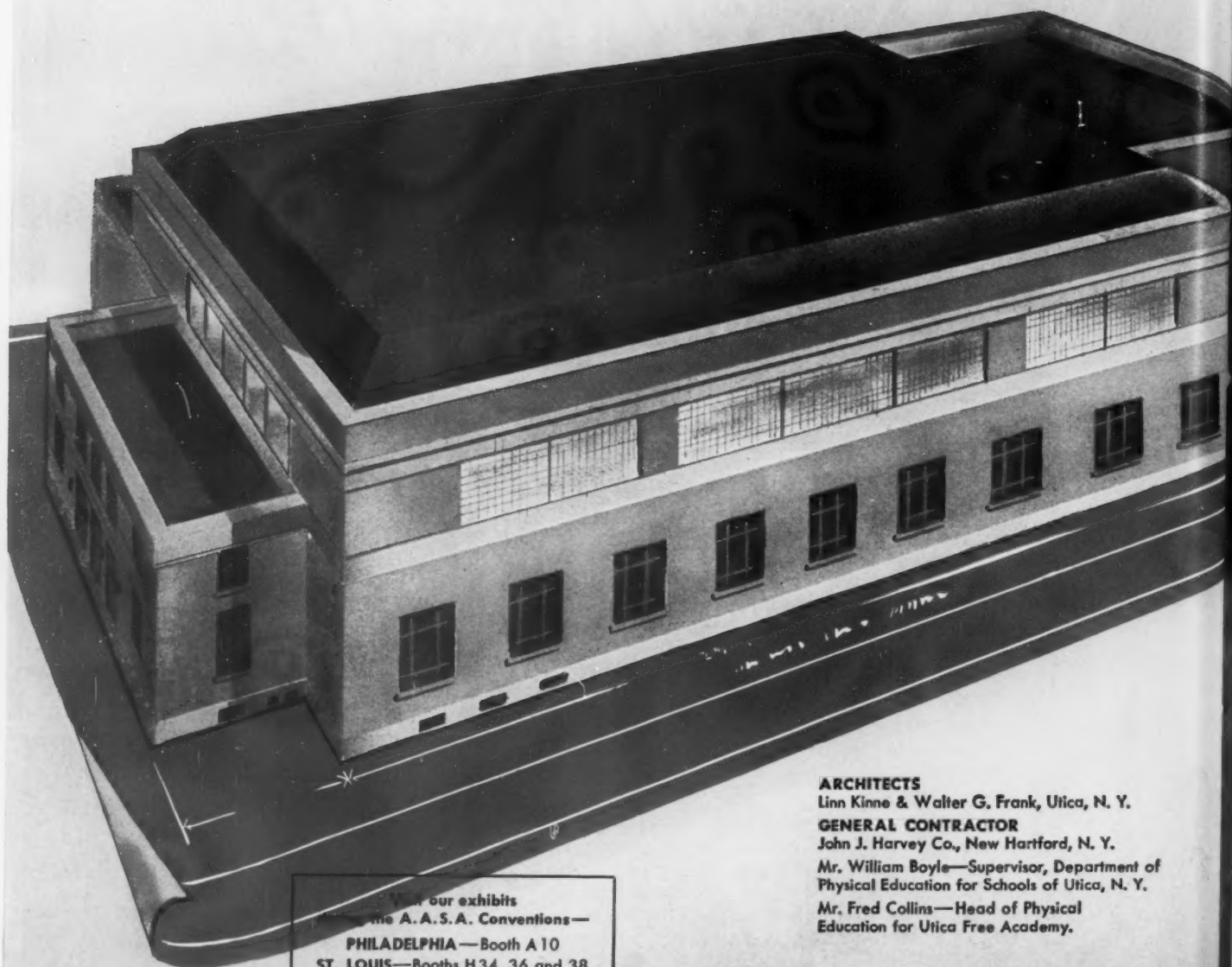
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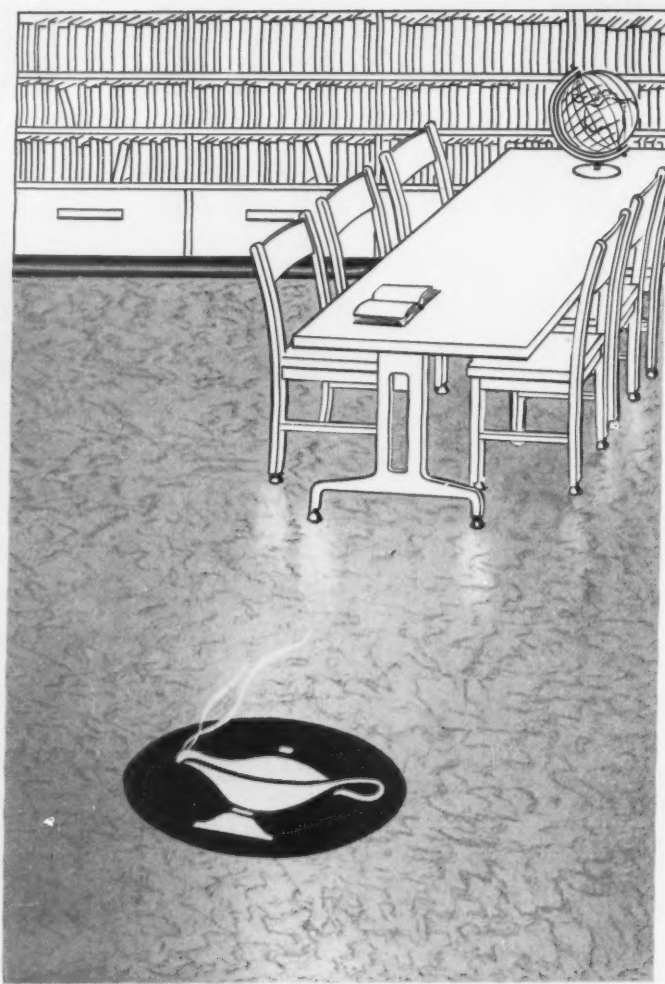
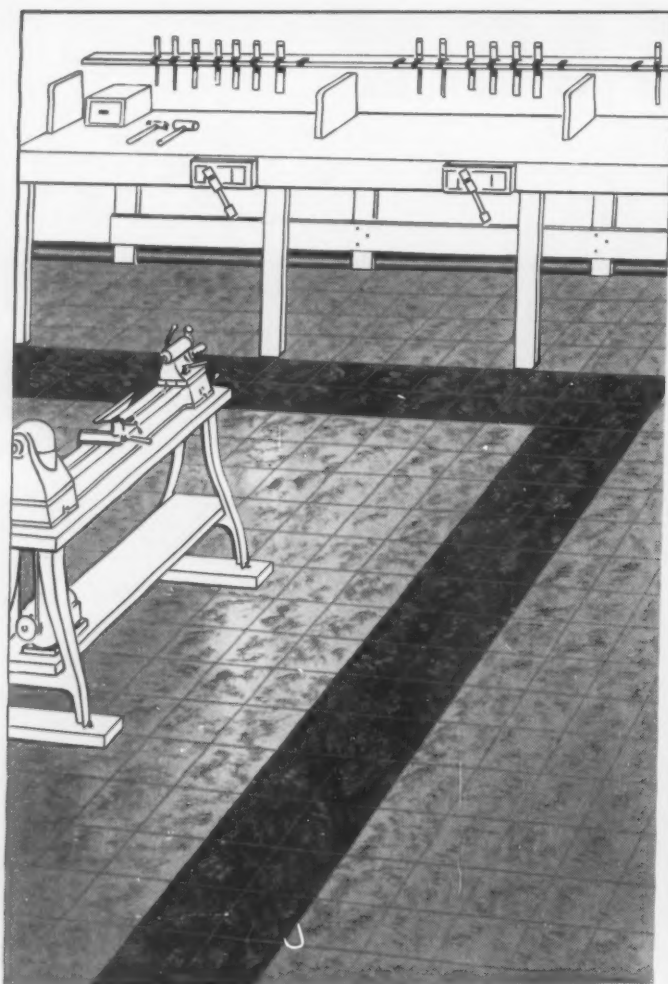


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The NATION'S SCHOOLS

Looking Forward

How Much Learning?

HOW much actual learning will take place at the A.A.S.A. regional programs this winter? The question is prompted by an off-the-cuff remark of a state education official at the close of the Atlantic City meeting last year. Exaggerating his statement for the purpose of emphasis, he declared that there had been much talk, much expense, but little or no learning.

Although his statement can be refuted, it does call for a critical evaluation of the time and money that will be spent in conventions again this year. It places upon the individual administrator the need to brief himself so that he can receive the utmost benefits from such meetings.

A.A.S.A. officers can only set up learning situations. They can provide authorities to bring facts and express points of view; they can provide for wide participation of the membership in exchanging ideas and experiences. Beyond that point, the answer as to "how much learning will take place" depends upon the individual. If he goes to the meeting with adequate knowledge of the many problems for which he is seeking counsel and if he attends the programs with an open mind, the convention may well be worth his time and the efforts of the organization that provided it. And if he has the courage to express his own convictions, to challenge traditions, and to question obsolete methods or outmoded values in education, he can be sure that he has added to his professional growth.

When realities are faced, spades are called, and mutual admiration is reduced to a minimum, a great deal of learning takes place, even at a convention.

Businessman's Viewpoint

WE KNOW that the curve of printing sales races upward as educational standards are improved. We know that the consumption of printing in a state with an average educational attainment of ten years or more may be as much as fourteen times as great as the consumption in a state where the average educational attainment is under eight years."

The statements are not those of an education lobbyist

but of the president of the Printing Industry of America, Carl E. Dunnagan of Chicago, addressing the annual convention of the Book Paper Manufacturers Association December 16. Speaking as a practical businessman, Mr. Dunnagan urged the printing and paper industries to support federal aid.

A Constant Purpose

THE purposes of public education remain fairly constant. Problems of twenty-one years ago seem equally difficult today; the need for adequate funds, for professional competency, and for public understanding is still dominant.

The NATION'S SCHOOLS has just completed its twenty-first year of publishing. The purpose for which it was founded also remains constant: "to present all of the pertinent facts and figures regarding the administration of schools, be they large or small, public or private."

Said the publishers: "We hope to keep a little ahead of the profession, but at all times in perfect step with the moving column of school progress. We have taken for our standard the phrase that appears on the cover: Devoted to the application of research to the building, equipment and administration of schools."

In keeping with this announced goal, the first article applied research to "Equipping the Classroom for the Pupils' Needs." The author was Homer W. Anderson, then assistant superintendent of schools in Denver, now superintendent at Newton, Mass., and a consultant for the magazine since 1933.

Two other lifelong friends of this publication were authors of articles in that first issue. John Guy Fowlkes, now dean of the college of education at the University of Wisconsin and at that time professor of education there, wrote the first of a series on "Business Administration Problems of the Local School System." Harry D. Kitson, who was then and is now professor of education at Teachers College, Columbia University, contributed "The School's Duty—To Prepare for Life's Occupations." Dr. Fowlkes has been an editorial consultant since January 1928 and Dr. Kitson since August 1931. Another original member of the editorial board, who has continued as a consultant and contributor over

the twenty-one years, is Julian E. Butterworth, professor of rural education at Cornell University.

Continued today as a monthly portfolio, "Schoolhouse Planning" started as a major service to readers with Volume 1 Number 1. Quite by coincidence, the Joseph C. Llewellyn Company, architect-authors, source of "Serving Schools With a View to the Future" in that first edition, are represented in the January issue twenty-one years later with an illustrated article on the La Grange neighborhood school.

Significant educational events were interpreted then, as now. In the first issue, the American Vocational Association's annual convention in Los Angeles was summarized. Twenty-one years later, the Milwaukee meeting of the same organization is reported. Other news items in January 1928 told, among other things, of the new law in Nebraska requiring that character education be taught in the schools, of Vermont's effort to curb "diploma mills," and of the survey of Virginia's educational system.

And here's another familiar topic, "federal aid." A news story describes a conference between President Calvin Coolidge and C. C. Little, president of the University of Michigan, at the White House, December 20. President Coolidge told Dr. Little that Congress would be "very loath" to divert to state universities federal funds that are now being devoted to agricultural colleges located throughout the country.

The first editor-in-chief, M. V. O'Shea of the University of Wisconsin, was claimed by death four years after the magazine was founded. With prophetic vision, one of his first editorials, "Equality in Educational Opportunity," proclaimed: "Nothing can stop the movement now to distribute the educational resources of a county or a state or the nation so that some children will not enjoy practically unlimited facilities for modern education while other children are receiving only the rudimentary necessities of an education."

Editor O'Shea would have been heartened could he have foreseen Mrs. Catharine Mulberry's article of February 1948, "Streamlining Chicago's Public School System." For in another editorial, he condemned Mayor Thompson and the board of education for their dismissal of Supt. William McAndrew, declaring: "Of all great cities of the country, Chicago is the most discouraging in respect to the freedom of the schools from malicious interference by individuals and forces that do not have at heart the welfare of the children of the city."

Said Mrs. Mulberry, in part: "As one looks back over the long, rough road that has been traveled to reach the present hopeful peak of education in Chicago, one sees clearly that educators and lay people working together may find common ground and achieve great goals, remembering always that it is only for the children that our schools are operated."

Other editorials in that first issue regretted that ideals were going out of fashion; predicted a great future for instruction by radio; foresaw the need for exchange of students and teachers with other countries; pleaded for financial support for rural libraries.

Paralleling the constructive editorial purpose has been an advertising policy on the high professional level expressed by the founders: "The advertising pages shall be soundly educational, supplementing the editorial text and presenting their appeal on a high plane of conscientious service." Among the magazine's current advertisers are fifteen firms that were represented in that first issue.

For twenty-one years, "the magazine of better school administration" has continued with the aims and vision of its creators. Encouraged by the lifelong friendship of consultants, contributors and advertisers, it continues steadfast in its original purpose. By helping the school administrator find creative satisfaction in his professional work, *The NATION'S SCHOOLS* seeks to be not only a magazine but also a friend for whom there is no substitute.

An Abused Privilege

WHEN educational institutions engage in business solely for profit—to the tune of \$150,000,000 annually—and do not pay taxes on this income, it's putting too great a strain upon the patience and good will of the American people. The tax-exempt privilege extended to educational, religious, fraternal and other "nonprofit" institutions or organizations is flagrantly abused.

Nationwide concern over the situation has been aroused by a survey sponsored by the *New York Times*. It produced evidence that 455 institutions of higher learning are conducting business for profit, wholly apart from the assumed educational purposes of a college. New York University controls a spaghetti factory; Union College operates an extensive real estate business.

The financial plight of private colleges and universities is not overlooked. Current income tax rates have dried up the source of endowments while operation costs have doubled. But for higher institutions of learning to "major" in profit-making enterprises is not the answer.

In fact, the practice of tax exemption for any non-public institution, on the assumption that it is a "non-profit" organization engaged in educational, religious or charitable enterprise, is seriously open to question. Indirectly, the taxpayer contributes to the support of such an organization when he pays his own tax bill.

Public opinion probably still is willing that tax exemption shall apply to properties that actually are used for educational, religious and charity purposes but not to independent revenue producing activities that ordinarily would be taxable. Institutions that value their tax-exemption privileges would do well not to jeopardize their favored position unless they are ready to pay taxes. No one knows how many millions of dollars escape taxation now under the guise of "non-profit" revenue.

The Editor

The NATION'S SCHOOLS



U.S. OFFICE OF EDUCATION
—professionally hamstrung by
the Federal Security Adminis-
trator—is the story told by a
former deputy U.S. Commis-
sioner of Education; later ex-
ecutive secretary, National
Council Chief State School
Officers; and now president of
State Teachers College at Flor-
ence, Alabama.

I WAS THERE! Inside F.S.A., where unnecessary red tape and bureaucratic controls interfere with the professional work of the U.S. Office of Education. Where frustration, misunderstanding, confusion and impairment of efficiency result from wrong organizational structure; where a muddling type of administration disperses among numerous top ranking assistants of the administrator the authority for making important decisions about specific responsibilities that clearly are those of the U.S. commissioner of education.

WHY AN OFFICE OF EDUCATION?

Before citing examples, however, or commenting further on the placement of the Office of Education within the Federal Security Agency, it might be well to consider briefly the Office itself: What should be expected of the U.S. Office of Education? What are its major strengths and weaknesses? What are its needs, other than to be separated from F.S.A.?

The U.S. Office of Education is a service agency. In accordance with the legal mandate under which it has operated since 1867, this Office is expected to gather, analyze, tabulate,

publish and disseminate such information and statistics concerning education as will assist the people of the United States to organize, maintain and operate their schools, school systems, and educational institutions. The Office is legally charged also with responsibility to "otherwise promote the cause of education."

The success of our representative form of constitutional government, the efficiency of our system of free enterprise, and the preservation and maintenance of our cherished institutions and ideals depend in large measure upon the enlightenment of the people. The official educational agency of our national government should be strong and well qualified for professional leadership.

The United States of America is the world's most important stronghold for freedom. Here resides primary responsibility for safeguarding a free society. Here individual obligations for effective citizenship are commensurate with the basic liberties which are protected and guaranteed by a government whose only sanction is the consent of the governed.

The national stake in education is unmistakable. Ours must be an en-

lightened people. It is reasonable to expect that the official educational agency of our government should provide abundant resources of educational research and statistics, technical, advisory and consultative services, and professional leadership commensurate with our national stake in education.

Within the Office of Education itself one major element of strength is the professional competence of its small but effective staff. Technical ability, professional spirit, eagerness to work and achieve, knowledge gained from broad training and practical experience, and a deep understanding of the proper federal-state-local relationships in education characterize the staff of the Office of Education. More than ever before, I am convinced of this after intimate daily contact with the Office during the last two and one-half years.

SUBMERGED

Americans who may be fearful that undesirable federal controls of education might result from the development of a strong professional Office of Education should dispel their fears. Those who work in the Office of Education believe with conviction that the administration and control of public education in this land of the free must be kept decentralized in the states and localities of the nation. As long as the Office continues to recruit its personnel from the qualified leaders of American education, this will be true because American educators almost universally hold the same conviction.

A serious threat to state and local control of education exists in the tendency to keep the Office of Education submerged in a superwelfare department and to disperse among forty or more separate agencies of the federal government many aspects of federal interests and activities in education with little or no coordination. Coordination should come through a greatly strengthened Office of Education which understands and constantly maintains proper relationships with the duly constituted state educational agencies.

A weak and inadequate Office of Education at the federal level increases the danger of serious impacts upon organized education in the country from various noneducational agencies of the federal government with separate vested interests. Such impacts tend to distort the educational programs of the states and localities. This dispersion in itself is a problem in urgent need of careful analysis.

Another major strength of the Office of Education is its plan of organization, which has been developing since 1944. The work of the Office is carried forward by eight divisions, each under the direction of a competent educator who holds the highest existing civil service classification. The directors of the several divisions work in direct and responsible relationship to the commissioner. No cumbersome overhead organization is between them and the commissioner, who has only one deputy to assist him with the coordination of plans and programs and with the day-to-day operation and administration of the Office. The associate commissioner is a staff rather than a line official and performs assigned specialized duties.

MONEY EVERYWHERE, EXCEPT—

Inadequacy of financial support is a serious handicap to the professional work of the Office. Many educators may be amazed to learn that, in addition to funds for the purchase of food and equipment, the appropriation made available to the Secretary of Agriculture for the administration of the National School Lunch Act was approximately two and one-half times as great as the entire annual appropriation for operating the U.S. Office of Education, including, of course, the Division of Vocational Education. Furthermore, none of the money appropriated specifically for the administration of the National School Lunch

Act could be transferred to state departments of education or local school systems for administration and supervision of the program.

They will be equally amazed to know that the appropriation to the Treasury Department to promote a program of thrift education in the schools is almost twice as large as the appropriation for the operation of the entire Office of Education.

The staff is far too small to meet the urgent demands from the field. Even though the size of the staff has been increased since 1945, the Office has only about one-fourth of the personnel required for a well balanced and adequate staff.

In this nation that spends approximately three and one-half billion dollars a year on education, the U.S. Office of Education has one specialist dealing exclusively with the complex problems involved in the financing of schools and school systems. This nation whose school buildings are valued at an estimated eleven billion dollars provides through the U.S. Office of Education the technical, consultative services of two specialists in the entire field of school housing.

About five million American children are transported daily to and from school in 90,000 vehicles, at an annual cost of \$135,000,000, yet the U.S. Office of Education provides to the states the consultative advisory service of only one specialist in transportation. Adequate research, informational clearing house services, and leadership would yield untold returns in safety, economy and efficiency in the field of pupil transportation.

No one is available on a full-time basis on the staff of the U.S. Office of Education to deal with problems of school business management, budgeting, accounting, reporting and the purchase and handling of supplies. The legislative bodies of most of the forty-eight states meet biennially and consider in each instance scores of problems regarding legislative enactments for the improvement of education. Yet the national Office of Education has available for clearing-house services and technical help in the development of school codes to achieve desired educational purposes only one specialist in the field of school legislation.

The entire professional staff of the Division of Higher Education to serve about 1800 colleges and universities consists of sixteen people. There is only one specialist available for assist-

ance in such an important field as teacher training, and one for the entire field of engineering education. No employees are available to give full-time attention to problems of: state organization for higher education, student personnel, college buildings and equipment, professional training in law, business administration, social service administration, and, in fact, most of the professions. The Office has no specialized personnel for English, foreign languages, philosophy or, in fact, for any of the humanities or liberal arts.

Limitation of services to elementary and secondary education because of inadequate staff is even more serious because of the greater number of students involved and the relatively greater need for assistance.

HANDICAPPED BY TRAVEL POLICY

Services of the professional staff are in constant demand throughout the nation for conventions, workshops, regional and state conferences on important educational problems, participation in surveys of state and local school systems and institutions of higher learning, and for consultation on problems of curriculum, teacher training, methods of instruction, school management, and a wide variety of educational problems.

Funds with which to pay travel expenses of staff members have been so seriously limited in recent years that the Office is critically handicapped. Congress appropriated funds for 1947-48 to provide an increase of about 30 per cent in the staff of the Office. The Federal Security Agency, however, allotted* 34 per cent less money for travel expenses of the enlarged staff than was allowed during the previous year for a smaller staff, even though travel costs were increasing.

In most instances, states, school systems, institutions or other educational agencies desiring the services of staff members of the U.S. Office of

*The situation regarding printing and travel funds is somewhat improved for the current school year, 1948-49. Congress appropriated printing and travel funds directly to the Office of Education rather than to the F.S.A. for reallocation to the constituent units, as had been the procedure up to this year. The current policy for handling these funds was approved by Watson B. Miller, former F.S.A. administrator, before he left the agency in the summer of 1947. As compared to 1939 appropriations, however, printing and travel funds for the Office of Education are much less in relation to the total staff.

Education in recent months have been required to pay all travel expenses in order to obtain services. This arrangement often results in denying special services to those areas most in need of them and increases the difficulty of advance planning of the work projects of staff members.

The allotment of funds for printing in recent years has been alarmingly short of any semblance of an adequate amount. The printing of bulletins, leaflets, pamphlets and regular education periodicals constitutes the most effective means by which competent professional experts in the Office of Education can disseminate information to all parts of the country regarding educational needs, conditions and progress.

Printing costs have increased greatly during the last decade. Notwithstanding this fact, the amount of money allotted by the Federal Security Agency and made available for printing in the U.S. Office of Education in 1947-48 with a staff of approximately 332 people was \$7927 less than the amount available for printing in 1939 when the staff consisted of only 203 employees.

The Federal Security Agency was created by executive order in 1939. The U.S. Office of Education was removed from the Department of the Interior and placed in this newly created agency along with the U.S. Public Health Service, the Social Security Board, the Pure Food and Drug Administration, and a few other services. The Children's Bureau was removed from the Department of Labor in 1947 and placed in the Social Security Administration branch of the F.S.A. It deals with a wide range of educational problems as well as with health and welfare services to children.

HODGE-PODGE HOLDING COMPANY

Not content with an arrangement that would provide as a matter of administrative convenience that the F.S.A. should serve somewhat as a holding company for its separate and distinct operating branches, the responsible leadership in the F.S.A. has attempted to develop an agency program and a rationale to justify putting together, in one administrative setup, all the professional services in health, welfare and education.

There has been little or no effort on the part of top leadership in the Federal Security Agency or anyone

else at high levels in the federal government to bring together into one administrative setup, or even to coordinate, educational services and programs now widely dispersed among some forty arms of the government. Yet the relatively weak Office of Education has been subjected to constant efforts to coordinate or integrate its work into an agency program involving health, education, social security and other welfare functions.

The work of the U.S. Office of Education is naturally and logically much more closely related to some of the programs in many departments of government, such as agriculture, labor and commerce, than it is to the social welfare activities of the F.S.A., regardless of the top-side efforts in its own agency of government to support a rationale holding education to be just another aspect of a public welfare program.

OUTNUMBERED, 105 TO 1

The small Office of Education with some 330 staff members, professional and clerical, at the peak of its employment of permanent personnel, has been completely swallowed up in a welfare agency employing in all its branches some 35,000 people.

Since 1939, Congress has annually made specific and separate appropriations through the F.S.A. to each of its major operating branches, including the Office of Education, and has also annually made a separate and distinct appropriation to the office of the administrator of the agency. The ever-expanding office of the administrator has developed into a great superstructure of agency personnel and bureaucratic machinery, layer upon layer, over the operating branches and between the heads of the operating branches and the administrator of the entire agency to whom they are supposedly accountable.

The number of top level assistants to the administrator has constantly increased, and the number of their subordinates has increased, but there has been no corresponding increase in the clarity of policy, the definition of responsibility, or the allocation of functions and services among the staff of the administrator. This sprawling bureaucracy is a constant source of distraction to all of the operating branches of the agency.

More than twenty persons are on the immediate staff of the administrator of the agency at salaries of

\$10,000 or more, and ranging downward through other salary brackets are several hundred employees in the office of the administrator. The functions and responsibilities of some of these employees are not easily identified and clearly defined. There are assistant administrators, assistants to the administrator, deputies to various assistants, and others whose titles do not define responsibilities.

TITLES AND CONFUSION

There are others whose titles clearly indicate responsibilities that should be lodged within the operating branches of the agency at the bureau level rather than at the agency level. For instance, there is a director of the office of federal-state relations. A former member of the Social Security Board holds this position in the administrator's office. Now what legitimate relationships are there for the F.S.A. to maintain with the states except relationships in education between the U.S. Office of Education and the several state departments of education, relationships in health between the U.S. Public Health Service and the state departments of health, and relationships in public welfare between the Social Security Administration and the state departments of public welfare?

Then there is the director of inter-agency and international relationships. Now again what relationships are there to be maintained by the F.S.A. with other agencies of government except in the special fields of health, education and welfare? This recently created position also is occupied by a former Social Security Board member.

As another example, there is an assistant administrator for program. It would be extremely difficult for any person in this position to know what he is supposed to do. Apparently nobody knows. He finds himself spread all over the place and concerned with education, health and welfare problems with which he is not familiar and for which he has little background.

AN ORGANIZATIONAL MONSTROSITY

The director of special services is likewise appointed by the administrator of the F.S.A. and has only such duties, responsibilities and authority as have been delegated to the position by the administrator of the F.S.A. In fact, this entire division of so-called special services is an organizational monstrosity within itself. It represents a grouping for administrative purposes of to-

tally unrelated activities which in all probability could be administered more effectively under other operating branches of the agency.

For instance, the Pure Food and Drug Administration, called a "special service," could well be placed in the U.S. Public Health Service, and there never was any sound, legitimate reason to remove vocational rehabilitation from the Office of Education in order to place it in the division of "special services," headed by another former member of the Social Security Board.

A sound principle of administration is that authority must be commensurate with responsibility. Yet the commissioner of education found often during recent months that his responsibility was much in excess of his authority, largely because of a general dispersion of authority exercised in the bureaucratic layers of personnel between himself and the administrator, to whom he was accountable.

The office of the administrator has been built into a great administrative controlling staff not only by increasing appropriations from Congress but also by a commandeering of the services of personnel actually carried on the pay rolls of the operating branches. These persons are transferred to work under the direction of persons on the immediate staff of the administrator, rather than under the direction of the head of the operating branch who justified before Congress the specific appropriations for the operation of his office.

EXAMPLES OF INTERFERENCE

There are many examples of interference with the professional work of the Office of Education and of unnecessary red tape and bureaucratic controls. To illustrate, the administrator of the F.S.A. insists upon his own personal approval of the attendance of staff members of any of the operating branches of the agency at meetings and conferences sponsored by any organization outside the F.S.A. The commissioner of education, appointed by the President, cannot give *final* approval for the attendance of the director of one of the major divisions of his office at the annual convention of the American Association of School Administrators, without the specific approval of the administrator on the proposed expenditure for travel.

As another example, the present administrator of the F.S.A. has insisted on signing personally the "Foreword" or some "Forematter" for publications

of all operating branches of the agency. When an order to that effect was first issued, seventeen bulletins which were then ready for the printer were returned to the Office of Education by the "busy" staff members of the administrator's office and their publication delayed for the preparation of "Forematter" to be signed by the administrator.

One example of an attempt to play up the agency as such, and to play down any degree of professional independence of the operating branches, was the recent order of the administrator that the letters, "U.S.," and the words, "United States," should not be used in connection with the titles or the letterheads or the publications of any of the operating branches. In other words the "U.S. Office of Education," known as such since 1867, would no longer be known as the U.S. Office of Education; instead it would be merely the F.S.A. Office of Education.

LIBRARY SERVICE ABSORBED

Another example of concentration of controls and, in my judgment, impairment of efficient services was the taking over of the U.S. Office of Education library by the F.S.A. and the placing of all library personnel under the direct supervision of the agency librarian rather than that of the commissioner of education even though these persons are still carried on the pay rolls of the Office of Education and paid from funds appropriated specifically to the Office of Education.

In that connection, also, it is significant that the F.S.A. ordered the use of \$50,000 which had been allotted by Congress for personal services in the Office of Education to be used in the building of library shelves so that the agency library might take over the Office of Education library.

All auditing functions of the operating branches of the agency, including the Division of Vocational Education of the U.S. Office of Education, have been concentrated recently in the administrator's office under the director of federal-state relations. Thus auditors who are carried on the pay rolls of the Office of Education, and were formerly accountable to the assistant commissioner for vocational education, are made directly accountable to some member of the administrator's immediate staff, although appropriations were clearly made by Congress for such persons as members of the staff of the Office of Education.

Likewise, personnel in the information, publications and editorial services of the Office of Education has been made accountable to another member of the immediate staff of the administrator rather than to the commissioner of education, even though these persons are carried on Office of Education pay rolls under appropriations justified before Congress by the commissioner of education.

IT'S TIME FOR CONCERTED ACTION

Surely the time has come to take concerted action to accomplish the almost universal desire of leading American educators to have the U.S. Office of Education established as an independent agency of the federal government under a policymaking national board of education, broadly representative of the general public, appointed by the President to long overlapping terms. A strong position in favor of such action has been taken by the National Education Association, the American Association of School Administrators, the National Council of Chief State School Officers, the presidents of the State School Administrators associations of forty of the states, and by the National Conference of County and Rural Area Superintendents in a convention.

By deliberate decision, the American people have sought to keep the administration of schools at state and local levels of government not only free from partisan control but also separate and apart from the administration of other functions and services of government. No state in the Union has yet made its department of education a sub-branch of some superwelfare department which would attempt to administer the state's responsibility for public health, public education, and all aspects of social welfare.

The American people have, in effect, established a separate form of representative government for schools. The prevailing pattern holds a professionally qualified educator-executive responsible to a lay board broadly representative of the general public and responsible for the general policies under which the public schools are to be administered.

Why should the federal government establish its educational agency in a manner not consistent with the pattern of school organization that prevails throughout the nation, at city, county or other local school district and state levels of government?

A chat with Atlanta's

WOMAN SUPERINTENDENT

MORE women would be in top spots as school administrators if they weren't so afraid to shoulder responsibility." That's the candid opinion of Miss Ira Jarrell, superintendent of public schools in Atlanta, Ga. Atlanta is the largest city in the nation having a woman chief school administrator.

The interviewer looked at her quizzically. "Yes, I really mean that," said Miss Jarrell. "Women are accustomed to look to men for help on tough problems. Sometimes I have to fight that weakness myself. But I had rather effective early training; my Irish mother taught me to stand my ground with my six brothers.

"Any job should go to the person best qualified, and women shouldn't be shown any preference," believes the Atlanta superintendent. "But there is one advantage a woman superintendent has: she can't be accused of showing partiality in her appointments. Women teachers sometimes complain that a man superintendent gives the best positions to the men. They can't say that about one of their own sex.

COEDUCATION APPROVED

"Gambling and betting on football games was really the root of our trouble when we were opposed two years ago in our determination to place our high schools on a coeducational basis," explained Miss Jarrell. "Some of the alumni profited from the success of the two great football teams of our Boys High School and our Boys Technical School. At that time all of the boys enrolled in our public schools attended one of these two schools, and the followers of the teams did not want these schools disbanded.

"Atlanta had grown to be a metropolitan city overnight, and transportation facilities, particularly during the war years, had reached a stage where there was just no room on the buses and streetcars for boys and girls. All of Atlanta's high school children, both Negro and white, had to be brought into the center of town each morning,

since Boys High, Tech High, and Girls High were located downtown.

"Many children spent two hours a day getting to and from school. You can imagine the problems that we faced getting pupils to school on time, to say nothing of the criticism we received because great groups of boys and girls collected in downtown drug-stores and picture shows after school hours. Community coeducational high schools have solved this.

"It is true that some of our high school teachers were reluctant to face coeducation, but they like it now. And our students are much happier.

"We really practice the open-door policy with the press here," commented the Atlanta superintendent when she was complimented on a newspaper editorial expressing full support for her and the board.

"That side door to my office is always open to the reporters; they come in at any time and listen to conferences or interviews. They always receive answers to their questions or the facts about the schools that they desire. And why shouldn't they? The schools belong to the public, and citizens are entitled to all the facts.

DO-GOODERS HINDER PROGRESS

"We are honestly trying to give the Negroes better educational opportunities. Our Negroes who live here and understand the problems of the South are working with us, but agitation comes from outsiders or from those who have been here only a short time. The favorite tactic of the 'do-gooders' is to start legal proceedings; there seems to be an epidemic of court actions now. It really isn't equal educational opportunity that they want; what they really are fighting for is to put Negro children into the same schools with the white children."

"Would you rather have federal aid for school operation now or for the construction of new schools?"

"We should like it any way we can get it, and we certainly need it."



Native of Atlanta, teacher and principal in its public schools since 1916, Ira Jarrell became superintendent in 1944, succeeding Willis A. Sutton. Atlanta's "Woman of the Year" in 1947, her many interests include Sunday school superintendency and director of Salvation Army, Oglethorpe University, and Atlanta's Symphony Guild and its Community Chest.

"But don't you think there would be less danger of federal control of the instructional program if the money went to buildings only?"

"If you know teachers as I do," she replied, "you know that no one is going to tell them what to teach or how to teach."

"What is the effect of extending the voting right to 18 year olds?" was the next question.

"It has motivated the teaching of citizenship in our high schools. The young people really appreciate the privilege of voting and have registered in large numbers; but, of course, we do not know whether they have voted any differently than our older citizens.

"Our program here is the program of the entire school board and not merely of the superintendent and a board majority," said Miss Jarrell. "There has to be total agreement by the board before we are ready to start any important step.

"We realize that if the board does not agree, we can hardly expect to sell what we are doing to the public. This has been our policy ever since I took office five years ago, and we have never been sorry for any step we have taken so far."—Reported by A. H. R.



ALLAN KLINE, president of Farm Bureau Federation, owns 440 acre farm near Vinton, Iowa.



ALBERT S. GOSS, head of National Grange, is city born but he is an experienced wheat-grower and dairyman.

FARMERS *confide hopes and complaints about public school through spokesmen for their national organizations*

B. P. BRODINSKY
Washington, D.C.

BEEN to a meeting of farm folks lately? Heard the speeches they make? The resolutions they pass?

Big and deep are the issues farmers and their wives face. The 1948 address to the National Grange by its master, Albert S. Goss, is a feat in speech-making. The index to Goss' speech includes forty-five entries. Among them are the reciprocal trade, the continental shelf (touching on that troublesome tideland oil situation), F.A.O., I.F.A.P., monetary reform, world wheat agreement, and the knotty questions of parity and price support.

Resolutions adopted at the American Farm Bureau Federation last month cover price level stability, price controls, basing point systems, land and water use, research, labor-management relations, old age and survivors' insur-

ance, and a score of other farm problems. The battles that preceded adoption of Farm Bureau resolutions show that delegates know what they want.

Pity the farm youth whose teacher has nothing more to offer him than grammar, civics and dried-out algebra!

Pity, too, the rural classroom or vocational "ag" teacher who has only a few old-fashioned teaching tools to work with. As the head of the National Farmers Union told me, "A boy cannot run a farm these days without being educated."

The farm boy is still called upon to do his chores on gloomy mornings. The farm girl still helps with cooking and baking. Half the farmer's work is still done by hand. But the other half is done by an amazing variety of machines, the number of which increases.

At Beltsville, Md., government experts showed farmers how to use a tree-planter which can set out sixty or sixty-five trees a minute; a contour liner which marks out contour lines without use of surveyor instruments five times as fast as older methods, and a shrub-destroyer which rides through underbrush, grinds it up and dumps it back on the ground as fertilizer.

RURAL REVOLUTION ON WHEELS

The last eight years brought a rural revolution on wheels. Today, U.S. farmers use twice as many tractors, grain combines, and corn pickers as they did in 1940.

How fares rural education under this impact? Are there any changes in thinking on schools in what President Allan Kline of the Farm Bureau called

JIM PATTON is head of the National Farmers Union. A former gym teacher, insurance agent and farmer, he is New-Dealish in point of view.



this "speeded-up, changed, contracted world"?

Farmers seek to promote their interests through three major national organizations, each having offices in the nation's capital.

The Farm Bureau Federation (1,325,826 farm families) is known as "conservative" in Washington, drawing its greatest strength from the South and the Midwest. Its president, Allan Kline, is 52 years old, hails from near Vinton, Iowa, and owns a 440 acre farm on which he reared three children.

The Grange (850,000 members), oldest of the farm groups, has been called the "center" of the three. Its national master is Albert Goss, city born, with years of wheat growing and dairying experience, and who knows farm problems as few Americans do.

Left of center is busy Jim Patton, youngest of the three men I interviewed and leader of the smallest farm organization, the National Farmers Union (450,000 members). He was born in Kansas 46 years ago, was educated in public schools, and has worked at a variety of jobs—gym teacher, life insurance agent, and farmer.

He is considered New-Dealish, having supported most of Roosevelt's farm policies. Early in our talk he said:

"We in the Farmers Union believe there is a great reservoir of unused human resources in our country. There lies our greatest human waste. Millions of children in rural areas grow up unable to use their great natural abilities because of poor schooling."

When I asked Mr. Patton, "What do farmers expect of their school system?" he replied:

"To educate the individual so that he may develop his highest potentiality."

EMPHASIS ON "FUNDAMENTALS"

The same question to Mr. Kline brought this answer:

"We expect a curriculum strong in fundamentals, without too many frills, but with adequate attention to vocational subjects."

And Mr. Goss replied simply: "The three R's. More vocational training."

There is support for all three views among a large body of local farm leaders and rural educators.

One such panel recently said:

"Reading, writing, spelling and arithmetic need to be taught to rural children more effectively so that they will be usable in everyday life."

A group of New England farm leaders went on record as follows:

"Science, mathematics, English, music, the arts, bookkeeping and commercial law are needed in rural living as in city living."

More than 300 agricultural leaders recently rated the value of high school subjects to rural youths. They said it would be "excellent" for rural youths to have vocational agriculture, home economics, mathematics, English, science and bookkeeping. They thought it would be "good" for rural students to have fine arts, typing, social studies, physical education, and industrial arts. But they thought Latin and modern foreign languages of little value to young people who are to spend their lives on farms.

Mr. Kline believes that courses in human nutrition not only would be "excellent" but are "imperative." His Farm Bureau resolved last month that "the study of nutrition should be instigated immediately in our elementary and high schools."

"The Farm Bureau recognizes," Mr. Kline said, "that such a program calls for the training of more teachers in nutrition at teachers colleges."

He believes colleges should be encouraged to do more research in this field and that medical students should get good training in human nutrition.

The National Grange would add one more subject to the curriculum.

Said Mr. Goss: "We want schools to restore the courses on temperance they used to teach years ago. I still remember as a youth seeing slides which showed how liquor eats the liver and lights out of a body. Maybe that is not a good way to do it, but something has to be done to educate against the evils of liquor, as our last convention proposed."

And Mr. Patton favors still another subject:

"The American farm is a very dangerous place. The accident rate is higher on the farm than in the city. Farmers use big, complicated machines, and children come in daily contact with them. Therefore, every school should require a thorough first-aid course and other measures to cut down accidents."

Each of the leaders emphasized the need for American history and citizenship.

"To us in the Farmers Union," said Mr. Patton, "American history is paramount. The living stories of our leaders as they fought for free institutions throughout our history should be emphasized. There should be less attention to war and more to peace. The causes of wars, however, should be given a great deal of attention."

Pointing to resolutions his Farm Bureau adopted at Atlantic City in December, Mr. Kline said:

"These emphasize that there is no escape from individual responsibility. Each child, youth and adult must plan to take his full share of American citizenship. And the public schools must help the child appreciate this point of view."

Farm children will better understand the American way of life if the story of farmers' movements is included in social studies, farm leaders from five Midwestern States said recently.

"Include the study of cooperatives," urged a New England group of farmers on another occasion. "This will also contribute to the study of cooperation with others, which is an essential of good citizenship."

The farm organizations do not always agree on issues. But they do agree on the importance of cooperatives and on teaching about this way of doing business. That is why the three farm groups sponsor a fourth organization—the American Institute of Cooperation—which speaks authoritatively on cooperatives.

Farmers also agree on the importance of teaching conservation. "Conservation should be a part of all school activities—not a separate course on a particular level," said agricultural leaders at a regional conference for Montana, Oregon and Washington. To this statement another group recently added, "Well organized conservation programs which teach sound conservation practices through the wise use of natural resources must be introduced at the elementary, secondary, college and adult levels."

SOME COMPLAINTS

The three farm leaders were not eager to talk about public school shortcomings. But as I pressed the question, "What are the farmers' chief complaints against the public schools?" the men began to discourse on the topic—each in characteristic fashion.

MR. PATTON: "I should phrase this question a little differently and say that the farmer's chief complaint is that he is discriminated against in the field of education. As far as public education is concerned, the farmer is, and always has been, the city man's poor relation. A large part of the rural educational system is a slum—a disgrace to the nation. The little red schoolhouse should be torn down and a streamlined educational institution put in its place. Although the trend is toward consolidation, it has been taking place mostly in urban centers and in rich states.

"And as for differences in urban and rural teachers' salaries, you educators know full well that sad story. . . . In other words, we in the Farmers Union would rather not complain about what the schools are doing but about the economic and social circumstances which force the schools to be what they are."

MR. KLINE: "The commonest 'gripe' is about the poor quality of teaching. Reason for this probably is that country schools have a high percentage of poorly paid teachers, and low salaries do not attract the best teachers. We are unhappy to have our school children taught by young girls with meager education. Farmers realize the critical need for better trained teachers."

He pointed proudly to the Iowa Farm Bureau's annual award of eighteen college scholarships to high school seniors who plan to teach in country schools.

MR. GOSS: "The biggest complaint farm people have against public schools and educators is that they try to take away our children from home and community life. Through consolidation, elementary schools take children many miles from their homes. Through consolidated high schools the children are taken into large towns and even cities where there are many chances for mischief."

Mr. Goss said time and time again that the public school interferes too much with the home life of children.

"The school, for example, is trying to provide so-called recreation for farm children. We do not object to recreation in connection with school work. But the school is going too far in trying to provide after-school and evening recreation. This is a mistake," he said. "If the school did not interfere, the community and the home would find plenty of recreational opportunities for their children."

"I go to Grange meetings all over the country. Another complaint I hear—and it is growing louder and more frequent—is this: Schoolteachers and school officials are trying to force upon farm children so-called 'professional standards.' They insist that a classroom should have no more than so many pupils and that a school should have so many classrooms and that there should be a special teacher for every subject, and so on.

NO TEACHERS-COLLEGE APPROACH

"These, I say, are purely professional standards. They have little relation to the needs of farm kids. The farmer doesn't care what the professional patterns should be. He is interested in his boy and girl."

"School officials must give up the teachers-college approach to the problem and must adopt the parent's approach. Consolidation is a case in point. We in the Grange believe in consolidation. But not too much of it. We like consolidation in certain cases and in certain parts of the country, but we don't like it everywhere. In some instances consolidation does more harm than good. Yet the educator insists on complete consolidation."

"I guess you can put it this way: We are against the inflexibility of consolidation, and we are against any inflexible theory which will strait jacket our farm children. We have got to mix common sense with theories. If consolidation means that the school is pulled out of community life, takes

the children too far away from home, then it is not good. The schools should try to preserve community and home life and do nothing to hurt it."

CONSOLIDATION AND DELINQUENCY

Mr. Goss insisted that consolidation is in many cases responsible for the growing juvenile delinquency in rural areas.

A sad fact is that a large number of rural youths drop out of high school after a brief encounter with secondary education. Statistics to prove that point can be found in every county. But why? Is it the "failure of the high school to catch the imagination" of the adolescent farm boy and girl, as one farm leader said? Is the parent's lack of interest responsible?

"Just as great a percentage of country parents as city parents want their children graduated from high school," Mr. Kline assured me. "All the farm leaders I ever met believe a high school education is as important for rural youth as it is for city youth."

Mr. Goss explained: "It's a question of income. Low income forces the family to put the youngster to work before he finishes high school. Now, last year farmers had their best year as far as income is concerned. Yet it was still one-half of what the city income was. Nevertheless, I should like to make a prediction here. Because the farmer did have a good year, more kids will probably stay and finish high school this year than ever before."

Mr. Patton went into the matter even farther. "We all know," he said, "that proportionately more farm children drop out of school early than do city children. As a partial remedy, the Fair Labor Standards Act should be amended to make illegal the employment of any child during school hours on farms.

"However, we know that inadequate schools and teachers are also responsible for farm children's dropping out of school early. In some areas there are no rural high schools at all. Merely passing a law requiring school attendance would not bring the children back or hold them. The important thing is to get some decent school buildings, equipment, recreational facilities, and trained teachers. For this a comprehensive federal, state and county program is necessary."

"Could you be more specific?" I asked.

"First, farmers have got to get their sources of in-

come organized so that it will permit more money for education," Mr. Patton pointed out. "Let me say right here that more land taxes will not provide enough funds. This would throw the financial structure still more out of balance. The great sources of wealth are skilled labor and machines. This wealth is siphoned off by those who own the machines and utilize the labor—the manpower which has been produced at great cost by the rural population.

"In most instances, as soon as the farm boys and girls are at the age where they become earners they leave agriculture. For generations agriculture has been subsidizing business in this way.

"That is why it is time to reorganize and refinance our educational system on a basis of federal aid to education. We definitely favor federal aid to education. Farmers Union representatives in Washington are reintensifying their efforts to get such a bill passed through the 81st Congress. It is one of our major legislative goals for 1949."

FOR FEDERAL AID, IF . . .

The other two farm groups do not see in federal aid the panacea so loudly hailed by many educators.

The cautious language of Mr. Kline's Farm Bureau is typical.

"We urge state, county and local units of the Farm Bureau to study the needs of their own schools and encourage effective action to improve the educational system," reads the latest Farm Bureau resolution. "We favor reasonable federal grants-in-aid to be distributed to states on an equitable basis with due consideration for need.

"Any federal aid program must provide absolute state and local control over education."

The Grange's position on federal aid to education was stated by Mr. Goss as follows:

"For twenty-five years we have been for federal aid—with two exceptions. In the early 1930's we condemned federal aid, and we opposed it again in 1946, because we were afraid that with federal dollars will come federal con-

trol. That is the big thing our people fear. Will the federal government get a toe hold in our schools? If so, will some Washington politician someday have some specific propaganda he'll want to push through? That is what happened with Hitler and Mussolini.

"But if federal aid is safeguarded by ample local control, we're for it. We came out for federal aid in 1947 because we thought that Senator Taft wrote a bill which prohibited control. This year our convention again favored federal aid because we think it's possible to enact a system of checks which will keep the rural school out of Washington's reach."

FOR MODERNIZED U.S. OFFICE

The Farmers Union, free of morbid fears of bureaucracy, wants a "modernized" U.S. Office of Education "with a bureau of rural education" to sponsor "many rural education workshops which will bring together rural community leaders, schoolmen and others."

The Farmers Union has many supporters in this last position. Farmers from seven Midwest states hinted not so long ago that financially they were better able than ever before to make reforms in the public schools. What was lacking was a bond between farmer and educator.

"Farm leaders and educators should meet together frequently . . . work together in the old town-meeting tradition . . . focus attention on problems of rural education . . . and secure action."

WANT MORE VOICE IN POLICIES

And in New England, a conference of farm leaders said flatly: "We should have a greater voice in establishing educational policy."

All farm groups oppose universal military training. . . . A large percentage of farm leaders believe that schools in small towns overemphasize preparation for city life. . . . A large majority of farmers favor paying teachers to stay in the community during the summer to give educational and recreational leadership. . . . Rural schools in general do not use community resources enough in teaching.

And, finally, the last entry in my notebook read: "Text-books should be modified to give proper emphasis to rural life so that pupils can see the advantage of life in the country and the challenges inherent in rural life."



TEACHERS MUST BE HUMAN

if only parents could find some way of getting to know them

EVER since my son started his senior year in high school there have been unmistakable signs that my fifteen-year term as his unpaid guide and mentor is ending. Last September when he began working on something involving x to the n th power, he refused my help. This shows he is smarter than I am because x alone, without any n th stuff, would throw me. He declines verbs and my assistance. Sometimes he constructs drawings of what look like business cards flying into one another at all angles and says "It's plane geometry—but you wouldn't know about it."

More recently he has been immersed in something called Chaucer. When I point out that this man Chaucer can't spell, and why bother with him, my son gives me a pitying look. He shows no interest in my offer of a twenty year old tuxedo. Yes, the old man is through as a help-



"You wouldn't know about it, Dad." The son is wiser than the parent.

er. Somewhere between the ages of 3 and 17 my son made the discovery that he knows more than his paternal parent.

As I look back over the years, I find that even with the best intentions in the world, even with frequent reminders from school and P.T.A. to

FREDERICK E. GYMER

Cleveland

"help your child," there was little I was able to do for him.

Preschool years weren't so bad. That was when he sat in my lap with picture books with such improbable titles as "William Woodchuck and His Trip to Yellowstone by Motorcycle." After I read such books aloud for the dozenth time they became boring (to me). Since my son couldn't read, there was nothing to prevent me from skipping whole paragraphs and even altering the plot as I went along to satisfy my fiendish desire to make him stare.

Then came the era of comic books. It was a dull evening when I didn't have to read at least half a dozen aloud. Even though he still couldn't read, he detected my efforts to skip whole sections of the badly printed books.

When school days started I received notices from school and P.T.A. saying, in effect, "Cut out the horseplay. Give your child some assistance. Make it easier for his teachers by helping him with homework." Of course, as a good parent, I was willing to do this, but I needed a clear mind. For instance, what was this 1-A and 1-B business and what were "semesters"? By a brilliant process of reasoning I decided 1 was the first grade. But was A lower than B or vice versa? When I went to school there were grades from first to eighth, then freshman, sophomore, junior and senior years in high school, then ditto college. What's all this new talk about A and B, semesters, ninth and tenth grades, junior high?

Efforts to decipher all this left my mind muddled, so it was not surprising I fell flat on my face when I tried to show him how "nine from seventeen leaves eight." As an adult I

knew this was so but how to demonstrate it? What were the rules involved?

Finally, in desperation, I said "How would you do this?" He made seventeen light pencil dots on the paper, erased nine and counted what was left. Then, perhaps feeling the breath



Rather than interpret, today's report card needs to have an interpreter.

of a stern teacher on his neck, he carefully erased everything.

Even though I say so myself, my son has brains. Long after he has forgotten school rules of arithmetic he will not be at a loss for the answer to domestic or business problems. All he needs to do is count on his ten toes. Unquestionably he will use his father's method of finding the hypotenuse of a triangle when no one is around to do square root. It's a simple method—just put a chalk triangle on a barn floor and measure the diagonal line.

Another arithmetic problem of those early days involved the man who bought a washing machine for \$100 cash. Had he wanted ninety days' credit, the price would have been \$160. What interest would he pay?

That isn't too difficult a problem for a business man, provided he is permitted to get his answer in a sort of trial and error way. But, wait a minute—what kind of an appliance

dealer charges that kind of interest? Does the Better Business Bureau know about this—and what of the usury laws? You see how my sincere efforts to help get sidetracked?

Somewhere in those lower grades I found geography was called "social science." This was disturbing, as was the type of report card issued ever so often. My own report cards of many years ago carried just a number or percentage. If that number was near 100—fine. If it was below 50, the student was thrown out of school.

My son's cards showed numerous letters of the alphabet, plus and minus marks and a group of factors that seemed to affect other subjects. Under the heading of "civics," it appeared that if the boy combed his hair in the history class, it had a tendency to improve his grades in arithmetic.

In an effort to find out how I could be of constructive help at home I attended several P.T.A. meetings, thinking I could meet teachers there and discuss problems of education. Unfortunately, few teachers attended, the meetings were uniformly dull, and the only bright spot was holiday meetings at which students presented Christmas plays. Invariably the little, unpredictable tots did something to confound teachers, to the intense glee of all parents except the offender's.

Eventually the boy, with a minimum of help from me, slipped from elementary school into junior high, and it was at this time that I had my big inspiration. If parents cannot meet with and talk to teachers at P.T.A., why not visit them in the classroom after students are dismissed for the day? Here's how *that* plan works.

After repeated attempts to get away from my desk in the middle of the day, I finally reached the school at 3:10—five minutes after closing time. Four of the five teachers I wanted to visit had gone home, and the fifth exhibited every desire to leave the building fast. Not such a good idea after all!

One year this school tried out a new idea—a free-for-all on the gym floor for parents, teachers and students. Teachers were stationed in groups under signs reading "History," "Mathematics." Parents were asked to locate teachers under the right signs, but the arrangement broke down because teachers instructing in more than one subject were forced to skip back and forth, to the intense confusion of everyone.

Why can't parents and teachers spend an evening over a few bottles of beer or some poker?



Came the time when my son left junior high for the last lap at the senior high building. Now he was hopelessly ahead of me in all branches of learning, but, even so, I might have helped him had I known how to do it. As worldly knowledge goes, I know as little or as much as the average parent, but I had forgotten the rules of school days. Sure, I could provide answers to the simpler problems of the lower grades, but I couldn't explain how in the world I arrived at those answers.

Now, as I look back at some twelve years of trying to help with school problems, I find that even the parent who still retains his knowledge of math and grammar rules, history and geography facts is helpless when it comes to trying to assist a son or daughter. We were taught in a different way in our time. My son's teachers might just as well reconcile themselves to the fact that I am a liability when it comes to homework.

Undoubtedly we parents could lend a hand in a moral way by getting better acquainted with teaching problems, but I doubt if it can be done through P.T.A. The meetings I have attended have been dreary, and held in dreary surroundings. Attendance assays about 99 per cent parents and 1 per cent teachers. This last isn't surprising because no father likes to work overtime in his shop or office, and mothers get fed up with home surroundings. It's unfair to ask teachers to hang around the school after hours.

Isn't it possible to hold a parent-teacher get-together in a spot where everyone can unbend? Is it necessary to have a meeting devoted to uninteresting committee reports, dull financial statements, amateurish piano solos and addresses that are of no particular interest to anyone?

I have a great deal of respect and a lot of admiration for teachers (and

some fear left over from my own school days), but they *must* be human. Why not a meeting somewhere where (someone will hate me for this) teachers and parents can open a few bottles of beer, where those who like jokes, poker or even dice can indulge before or after the business of the evening? Why not some pleasant, colorful surroundings for a change, and refreshments along more attractive lines than coffee and doughnuts?

As for the business of the evening—anything of more personal interest than what we parents hear now. Some intimate round-table discussions where a mild cuss-word comes out now and then will go far to give parent and teacher a better appreciation of what each is up against. No more of this "Mr. Chairman, may I have the floor?"

Years ago it was the custom for country teachers to board at the homes in the community. Surely teacher and parents had plenty of time then to talk about common problems in the evening. Perhaps that's the only way to meet my son's teachers now and to talk with them quietly. If they have their own homes, as I suspect they do, then I'll board them from 8:30 to midnight some evening, singly or all five together. I believe, from what my boy tells me, they are "good guys," but evidently I can't get acquainted with them through regular school channels.

So, the latchstring is out, you five teachers. Just give me enough notice to get some refreshments in. And when the evening is over we'll have a better joint understanding of what makes Roger tick. After such an intimate evening, it won't be Mr. Gymer and Mr. Jenkins but Fred and Roy.

I think that if I could get acquainted with those teachers who have my son in charge during the day, it would be more than a duty to help them increase their earnings. It would be a distinct personal pleasure.

HICKORY STICK BLUES

FREDERICK J. MOFFITT

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Division of Elementary Education
New York State Department of Education

WHEN a score of popular publications break out in a rash of discussion of the question: "To Spank or Not to Spank"; when one of the leading news weeklies headlines an article on "Love-Discipline *versus* Hate-Discipline"; when a great city board of education votes the return of corporal punishment after once condemning its use—then it is high time for the school administrator to reexamine his own stand on the question.

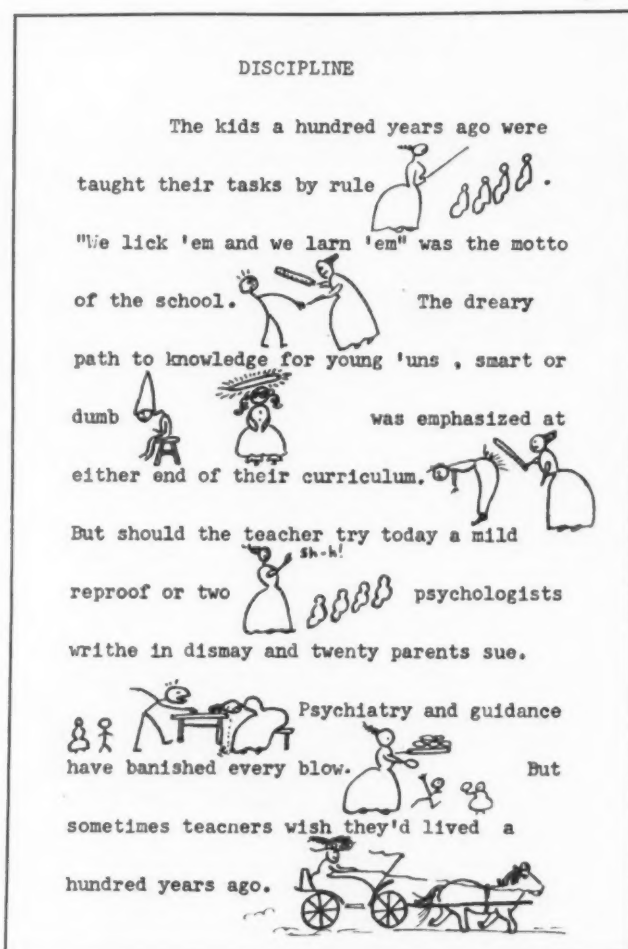
Many school folk kid themselves that corporal punishment is a thing of the past when schooling was "a pain to the body, a weariness to the mind, and a disgust to the heart." They would like to believe that it no longer exists in the schoolroom except in isolated cases.

Unfortunately, they are wrong. The conditions that contribute to undesirable pupil behavior and resulting strong-arm methods are increasing every day. They lie incipient in every overcrowded classroom or inadequate school building, in the frustration of overworked, underpaid, inadequately prepared teachers, in the inexperience of overzealous school administrators, in the lack of community understanding of the objectives of modern education, and in the be-bopation of the youngsters of the postwar period.

Corporal punishment as a means of school control is sanctioned in all the states of the Union with the shining exception of New Jersey. It is permitted by common law which holds that the teacher may use it for the purpose of correction and within the limits of moderation or, as one state puts it, "reasonable in manner and degree." Such legal double-talk has resulted in the discomfiture of many a hard-hitting school teacher.

The law is "strengthened" in many places by a maximum of pedagogical maneuvering, such as getting the consent of the parent, having witnesses present, or, so help us, by using some instrument of torture that doesn't leave evidence.

This illustration accompanied an extended treatment of the subject contained in a recent supervisory letter sent out by the New York State Education Department.



Has not the time come when school administrators should recognize that education has attained sufficient maturity not to need spanking, that the laws relating to corporal punishment are the product of a by-gone conception of education, that the fixing of habits, attitudes and knowledges which such punishment is supposed to accomplish is completely foreign to the modern democratic approach to education? The child, so punished, may, indeed, learn the multiplication table. He will also learn to loathe the subject, the teacher, and the school; to fear, to hate, to lie, and to cheat.

Corporal punishment? No! Discipline, control, order? Yes, by all means! The attainment of discipline is, after all, largely a matter of physical

factors, an understanding of what makes a child tick, and everlasting planning—planning a daily program that meets the needs of children, planning that gives outlet for purposeful group and individual activities, seeing to it that children know thoroughly and clearly their aims, purposes and goals. In all this planning, the administrator may help by arranging friendly, "nontension" faculty meetings, by straightening out the bumps in the age-grade charts, by rearranging tough teaching schedules, by liberal use of visiting days, or by reassignment of teacher responsibilities.

Physical factors influence pupil behavior. Is there enough space in the room? Are seats comfortable, suitably arranged, and adjusted to size? Does

the classroom have a home-like appearance? Is the lighting suitable? Are recreation facilities adequate?

Good teaching plays its part. Is the teacher democratic? Does she use "we," "our," "us," instead of "I want," "you do," "do it for me"? Does she call each child by name? Is the program varied, interesting and a little dramatic?

School children respond to praise; they like to be busy; they love drama

and color as they hate monotony. Does the teacher realize that sheer boredom is responsible for many behavior problems, and 85° F. will raise something besides the room temperature? Does the administrator know that there is a definite correlation between undesirable pupil behavior and poor equipment, limited teaching materials, and narrow courses of study?

Helen Steers Burgess says: "If we can stop thinking of our children as

'good' or 'bad' but as learning; if we can use every skill that our own love brings and that science can contribute to reveal to us what life looks like to a child and to interpret our values in terms that are understandable to a child; if we can do these things and at the same time enjoy our children in each swiftly passing phase, then truly, that old bugbear, 'the discipline problem,' will dissolve into the splendid process of learning how to live."

ANTAGONISMS

disappear among pupils after Spanish

teaching is introduced into all grades

J. CLOYD MILLER

Superintendent of Schools
Deming, N.M.

SPANISH-AMERICAN boys and girls are accepted as part of the school and the community in Deming, N.M., today largely because of a program begun in the public schools there eight years ago.

At that time few Spanish speaking children entered high school in Deming, even though 50 per cent of the people in the community were Spanish-Americans. How to keep these children in school for a longer period of time was a real problem; its root was the antagonism between Anglo-Americans and Spanish-Americans.

GRADUALLY PUSHED DOWN

We began our attempt to solve the problem by teaching Spanish, and emphasizing various aspects of Latin-American culture, in the fourth to the eighth grades of the Deming schools. Before then, three years of Spanish had been offered in high school, but none was offered in grade school.

Spanish was taught thirty minutes each day to the fourth, fifth and sixth graders, and forty-five minutes each day to the seventh and eighth graders. We have continued teaching Spanish in those grades and about three years ago began teaching it in the first three grades. Each primary teacher gives her pupils a vocabulary, and they learn to make some sentences. Students in our eleventh grade Spanish class help them with their accents.

By the time our students complete their third year of Spanish in high school they can converse freely in Spanish as well as in English. Spanish speaking students learn to speak the language correctly and learn enough grammar to know why certain words and forms are correct.

An appreciation of the culture of the Spanish-American people has been developed among the children so that much of the lack of respect the Anglo-Americans and Latin-Americans had for each other has disappeared. Nine years ago Spanish-American boys did not go out for football. There was no rule about it, but the boys knew they would be crippled if they tried out for the team. Now about half the members of our football squad are Spanish-American boys. Rock fights between the groups, common nine years ago, are unheard of now.

This improved attitude apparently has carried over into the community. A chapter of the Pan American Round Table was organized here three years ago. About the same time, the city council for the first time opened the municipal swimming pool to Spanish-Americans.

In the seventh and eighth grades inter-American affairs are emphasized. Annually the pupils in those grades work out some project in this field. Last year their project was in the field of transportation. They made minia-

ture models of all forms of transportation used in the various countries in the Western Hemisphere. This year they are working on a musical unit and are making models of all musical instruments used in the Americas. Some of the models are large enough to be played.

Pupils have collected flags of all countries in the Americas. Most of the flags are gifts of the presidents of the countries, but some are gifts of the embassies in Washington, D.C. The president of Venezuela sent a 9½ by 14 foot flag bearing his coat of arms.

Seventh and eighth graders have sent boxes of books, athletic equipment, and other school supplies to schools in some South American countries and have received gifts in return. Between 100 and 150 pupils carry on correspondence in Spanish with pen pals in Spanish speaking countries.

EXCHANGE OF TEACHERS, PUPILS

Our Spanish teachers and teachers in Mexico have exchanged visits, and we now are working for an exchange of pupils. A group of twenty advanced Spanish students from Deming made a trip to Chihuahua, Mexico, during the Christmas vacation.

In addition to school classes, our teachers have offered several adult classes in Spanish which have been well accepted by the community.



N. E. WATSON

Superintendent of Northfield Township High School District
Northbrook, Ill.

The public school administrator is

NOT A MIRACLE MAN *but he and*

the board can work miracles if given sufficient aid

SCHOOL administrators are not miracle men although they are sometimes responsible for such a heavy load of work that miracles must be performed if they are to get through it.

A recent poll (Do we dare mention polls any more?) listed these criticisms of education by the public: (1) lack of discipline and fundamental character training, (2) criticism of the subjects taught and their presentation, (3) criticism of parents for their lack of interest and control, (4) too many extra-curricular activities, (5) schools inadequate and overcrowded, (6) old textbooks, (7) teacher shortages with resulting inferior qualifications and incompetency, and (8) underpaid teachers.

Note that much of this criticism stems from the educational process. These are the problems that worry the administrator. They are the problems he knows he should be working on. These are the problems that should come first.

Why does the administrator not, then, drop all else and concentrate upon them? Take a look at his desk! Don't dig too far down. Just take a look at a few of the tasks. Legal questions, teacher tenure, school reorganization, schoolhouse planning, board issues, tax referendums, supervision of construction, transportation, building maintenance, public relations — all these stare him in the face. How does he accomplish the apparently impossible?

The school district, and its board of education, often is not sufficiently far-

sighted when it expects the impossible of its leadership. It is not being wise when it refuses assistance to its most expensive employee.

Visit a large grocery store — independent or chain. The manager certainly is not checking stock, preparing shelves, stocking compartments for the next day, or taking cash at the cash register. And yet, we pay a school administrator in many communities thousands of dollars to do comparable tasks. A grocery store manager certainly is keenly aware of every transaction in his business, but he is certainly not obliged to perform every act.

In school administration much should be delegated, but no administrator is worth his salary who is not aware of every transaction in his school system.

LEGAL AID NECESSARY

What are some of the areas in which assistance should be given? One is school law. The administrator must be rather thoroughly familiar with the school code of his state, but an attorney employed by the board to assist, correct, supervise and suggest will be of inestimable value.

Let it be understood, however, that the attorney should work with and for the administrator, and not over him. Dictatorial attorneys who contribute their advice loosely and in an unwarranted manner in such matters as teacher selection, classroom size, lighting, ventilation and selection of sites are frequent sources of trouble. Good and wise attorneys will restrict

their opinions to the legal aspects of these and other areas. If their duties are properly coordinated and if they respect each other's authority and responsibilities, the attorney may be of vital help to the school administrator.

The legal phases of school administration constitute a heavy load for the administrator. Length of session, holidays, contracts, tax levies, bonds, anticipation warrants, elections, attendance and budgets all have aspects for which the administrator may well need some legal assistance. He must know the basic principles involved, and he is responsible for the action taken.

What does the administrator do about teacher tenure? He is responsible to the school district for his acts. He must at all times keep the welfare of the children in mind. He must also see that the teacher is not the recipient of unwarranted and unfair criticism. It would appear that a program of cooperative evaluation should be developed so that all are treated fairly and the administrator does not carry the entire load. We are not recommending merit rating as commonly berated or adored, but a cooperative program of evaluation and in-service training.

The administrator is constantly questioning his own point of view in thinking of tenure. How sympathetic should he be? How much time should be allowed for trial and error or apprenticeship? How tough should he be? Should he allow the legal limit? The fact does remain that he must steer a straight course so that no one receives other than fair treatment.

In some states the problem of school district reorganization continually plagues the administrator. Does he consider that consolidation or reorganization is good, or bad? If the people are against it, what should be his attitude? If he may lose his position because of his stand for or against, what should he do? Here, of course, his decision should be made on the basis of the effect upon children, whether or not his own security is involved. Many times an administrator can do more for the cause of education by resigning than by remaining and taking without complaint that which he knows to be bad.

The administrator is seldom allowed the luxury of "no comment" or "no reaction." He must be "for" or "against." By the very nature of his job he must be hard-hitting but tactful, assertive but wise. He is criticized and blamed for whatever happens. That is part of his job. He has this consolation, however, that where there is definite and specific reaction by the public there usually is progress.

WHEN PLANNING TO BUILD

Today, one of the administrator's most vexing problems is that of schoolhouse planning and construction. Our purpose here is not to discuss "Do we or do we not build now?" Suppose we are to build an elementary building, a high school building, or an addition. Who does the planning of the various areas? Suppose the area to be built never has been a part of that particular system so that the standards and ideals must be brought into sharp focus before they can be used. Does the administrator do all the planning? Not if he is wise! He will be responsible. He will spark the study, the research, the compilation, but he will also make use of assistance. He certainly will use teachers in the planning because they are to make use of the building.

He also should demand consultants from nearby universities or the U.S. Office of Education. Some of these people work for a small fee; others will contribute their services as a part of their field services. Certain specialists have set themselves up as advisory firms for such purposes and will, of course, charge accordingly. There is nothing detracted from the reputation of the administrator when he asks for a consultant. He is merely "double checking" his opinions and ideas.

After the building is planned by the architects, who supervises construction? Some administrators feel keenly that their responsibility includes practically every phase of construction. This would appear foolish in the extreme. Construction is a highly technical job and must be done by experts. It is the job of the architect to provide such service, and most administrators are wise to stay out of it.

Hire the best architects available, work closely with them in the planning stage, then hold them responsible for the completion of the building. We do not infer that the administrator will not know what is going on. He must be thoroughly familiar with the situation at all times.

IF MAINTENANCE IS TO BE GOOD

Once the building is completed, who is responsible for the maintenance? All of us have seen school plants with poorly kept lawns, unpainted doorways, dirty hallways, walls in need of paint, unpatched holes in plaster, and light fixtures where cobwebs cover dead bulbs. From behind certain closed doors in these schools comes an unpleasant acrid odor indicative of poor housekeeping.

Who is responsible—the administrator or a custodian? Both! The administrator is responsible because he did not select a capable maintenance man for each building, train him to do the job, and then see that he does what he is employed to do. Hire good maintenance people—men and women—and provide an in-service training program for them. Do not take the outcasts, the misfits, and the broken down of the community as the custodial recruits. Maintenance today is a technical job—it is really fancy business.

Care of floor surfaces and finishes of many types, fluorescent lights, wall colors to fit every room and temperament, furniture of various types is not work for the untrained and uninterested. The administrator must have skilled maintenance workers. There must be one good man responsible for each building and a better man in charge of the entire system's maintenance program and problems.

Everywhere today we face the problem of transportation. The need to protect our children is part of it. Perhaps another is that our youngsters today do not have quite the hardness

of their grandparents (not the parents, of course) who walked miles to school and were proud of it. At any rate, the trend is to provide transportation for almost anyone who lives more than a skip and a jump from the schoolhouse door. Here, again, a complex problem is dropped in the lap of the administrator.

And what is so complex about transportation? Don't we merely hire a bus or buy a bus and collect the children? It is not so simple as all that. Here are some of the problems: ownership *vs.* contract, standards for drivers, how to obtain good drivers, what to do with drivers during the day, state aid, bus inspection, bus routes, satisfying all the customers, discipline on the buses, and bus maintenance reports to county and state.

Quite evidently assistance is needed here. Someone must be given the responsibility for the entire transportation program and sufficient time in which to do the work and do it well.

PUBLIC RELATIONS POLICIES

Much could be written regarding the need for and the place of the public relations programs in the schools. We hear all sorts of ideas and programs recommended. Some programs work here, and some work there. Certainly there should be a plan for a steady and uninterrupted flow of information from the schools to the board and to the community at all times. Some schools issue information in a rather haphazard manner, while others have a definite policy and plan.

It is not my purpose here to propose a program. It is sufficient to affirm that a wholesome and efficient program is vitally important. The administrator, again, is responsible. How does he find sufficient time for such work? He must order, inspire and lead, but it is my belief that someone in the system who is an expert in the field or who at least is vitally interested should be assigned to assist in this responsibility.

Perhaps a teacher of journalism, preferably one who is a camera fan, can be found and gradually trained for the work. He or she probably should not be called a director of public relations, or even director of school-community relations, although the latter is appearing. We administrators and teachers too often think of them as "our schools." We must remember that they belong to our patrons. It

is our duty to keep the owners informed. Business does, and schools are big business in this country.

One of the most difficult problems of the administrator is that of the business management of his office and system. Schools are becoming very complicated. Finances, budgets, orders, contracts, purchases, bids and reports take untold hours of time. When clerical help was cheap, we were deplorably understaffed. Now that it is expensive, lack of help creates an even greater hardship. Assistance in the management of the business affairs

of the system, and sufficient clerical help are vitally important. We are told that there is a real shortage of good administrators as well as teachers. Responsible, well trained administrators are commanding what were formerly unheard of salaries. Is it not foolish to waste their time and energy on work which less expensive aids may perform as well or better?

These, then, are my proposals for assistance to the administrator:

1. An attorney thoroughly familiar with the school law of the state to work with the administrator.

2. A faculty executive committee to assist in evaluation and formation of policy.

3. Use of educational and building planning experts as consultants.

4. Maintenance experts.

5. A transportation supervisor.

6. A public relations expert or school-community relations person on the staff; the classroom teachers association should do some public relations work.

7. A business manager for every school system having at least 1000 pupils.

8. Sufficient clerical help.

I believe that no administrator is wise to delegate work and then forget about it. He must be sufficiently informed so that he can check those to whom it is delegated. The public holds him responsible, and he must be able to take the responsibility. It has been my experience that boards of education do not expect the impossible. They must be shown the need, however, or they will not propose the aids suggested.

Administrators are not and cannot be miracle men. They are only human and can expend only a normal amount of mental and physical energy. Someone has quipped "burning the candle at both ends makes the drip twice as bad." The administrator certainly becomes the "drip" if this rule is applied. And who wants an administrator who is a "drip"?

Our concept of the place and purpose of the administrator has changed as the years have passed. It is now considered a place of creative leadership. It is the administrator's duty to seek out and develop the potential, creative talents and powers of those with whom he works. He must have time to do this.

Undoubtedly there is not an administrator in the land who has not had someone enter his office for an unscheduled conference because "I noticed you were not busy. I'll take only a few minutes." Not busy! Because the desk was not stacked high and the administrator was trying to "think through" a few problems! He enjoys and encourages the "dropping in" but he, also, must have time to study, analyze and coordinate his plans.

The administrator is not a miracle man, but he and the board can work miracles if he is given sufficient aid. He must not bog down. If he does, then, truly, it will require a miracle to get him out.

You can't argue with the **STORK**

RUSSELL E. WILSON

Director, Department of Planning and Information
Dearborn Public Schools, Dearborn, Mich.

THE stork has been paying an over-quota number of visits to Dearborn, Mich.; in fact, about 7000 visits since "war babies" became a common expression.

These enormous increases gave school officials two alternatives to meet educational needs: either to declare an open season on storks and to issue shotguns to the citizens or to buy bricks for school buildings for the new babies.

The schools decided to meet the stork with bricks. Using the slogan, "You can't argue with the stork," the Dearborn school people and citizen organizations planned a campaign requesting three mills for five years, with the money earmarked for school

buildings, sites and improvements. The election was scheduled thirty-one days after November 2. This timing took advantage of the public understanding of school problems generated by two proposed amendments to the state constitution and the "simple majority" legislation enacted on that date.

A joint committee representing the board of education and the school personnel headed the campaign. Three major aspects were emphasized:

1. Increasing the number of registered voters.

2. Presenting complete information to the public.

3. Recording a large vote on election day.

Committees went into action. P.T.A. groups and mothers clubs, through personal contacts, persuaded 600 new school electors to register. All schools were opened from 8 a.m. to 9 p.m. during a special registration period.

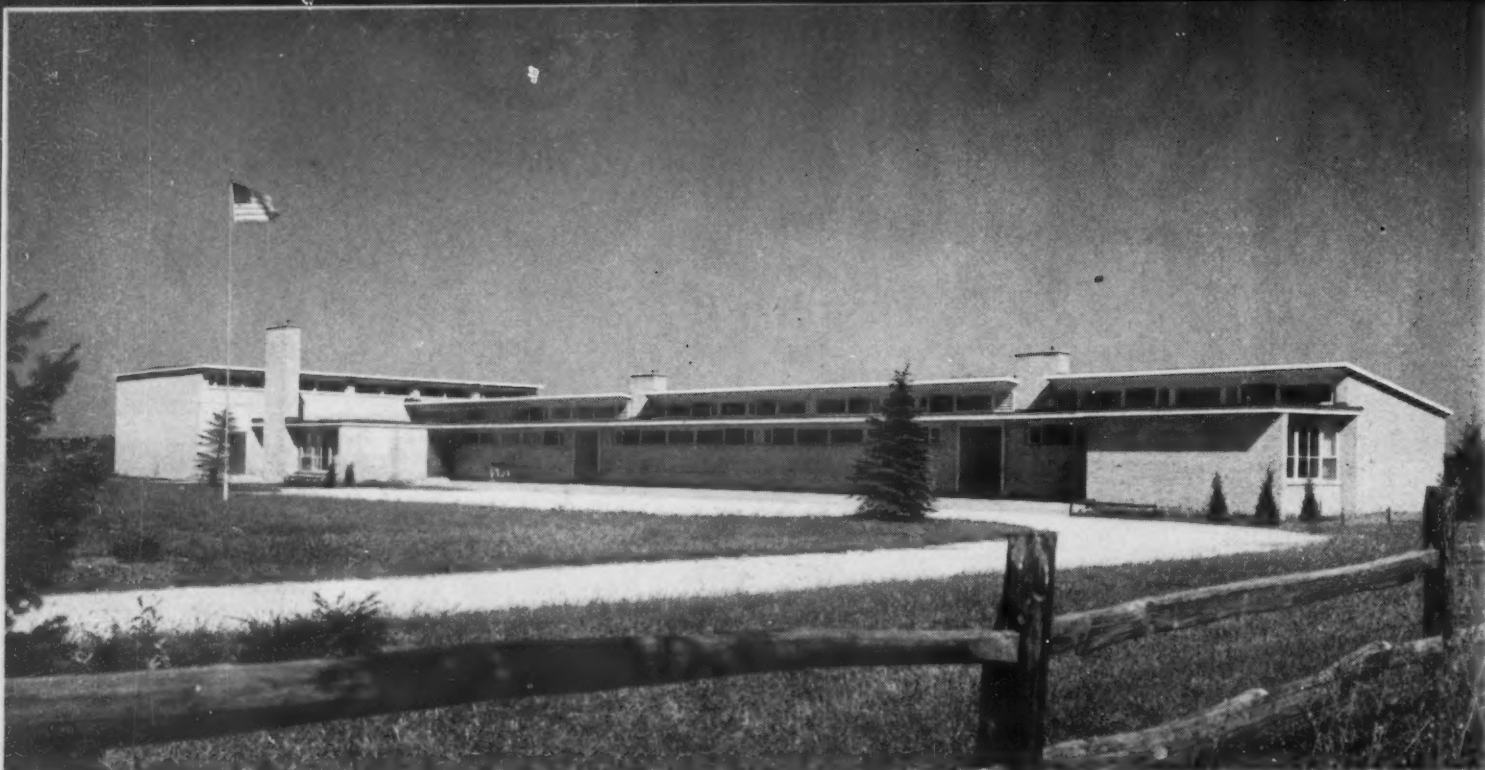
The informational program utilized newspaper articles, speeches, radio commentaries, booklets and posters.

Two booklets were prepared by the schools. "25 Questions, 25 Facts," a straight question and answer booklet, gave the most requested information. "Look Folks," a pictorial booklet, dramatized the problems caused by Mr. Stork. Interested groups urged voters to the polls on election day.

By December 4 the \$5,000,000 Dearborn school building program was under way. A record number, 5160, voted; 71 per cent of the voters approved the program.

**THEN.....
Comes the STORK**





INDIAN LAKE SCHOOL, BARRINGTON, ILL.



Main approach (top), classroom side from southeast (center), and west view (below).



CONSOLIDATED

LAWRENCE H. PERKINS

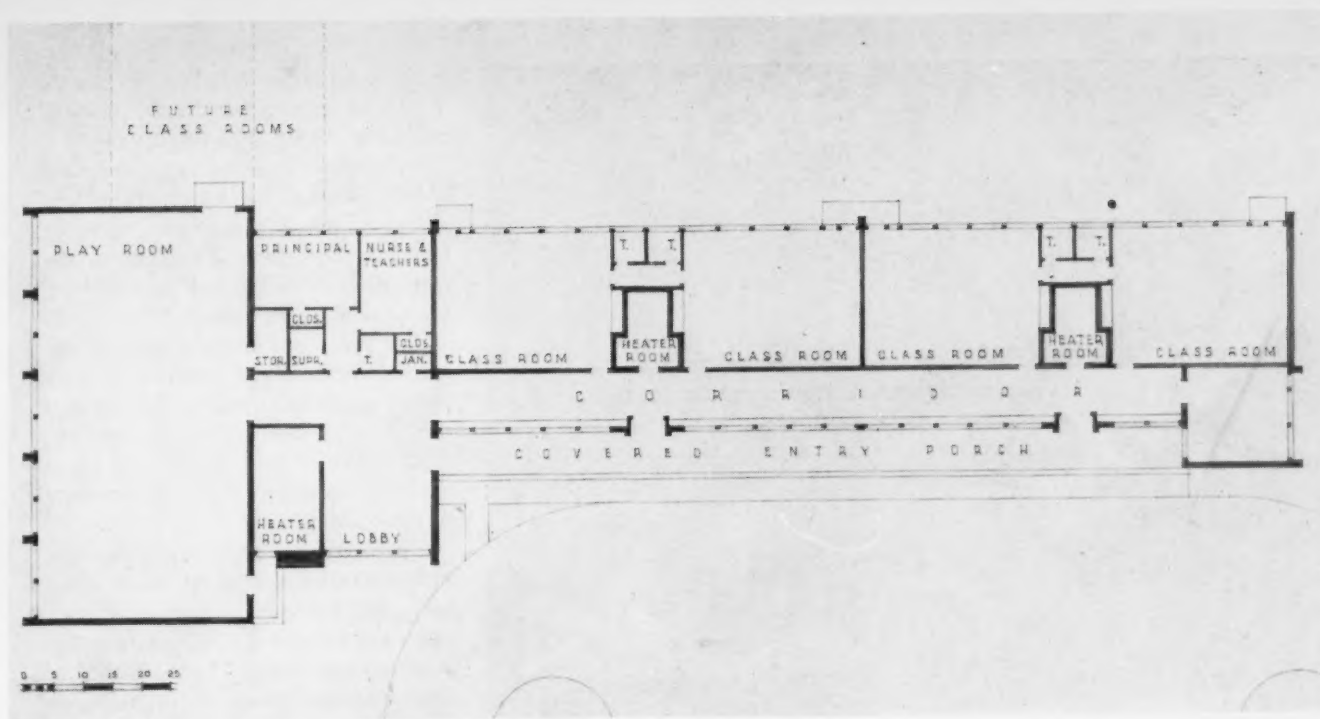
Perkins and Will, Chicago Architects

THREE "little old red schoolhouses," which formerly served the Honey Lake, Flint Creek and Tower Lakes District of Barrington, are now replaced by the new Indian Lake School, Consolidated District No. 89, Barrington, Ill.

This modern, functional elementary school established several state precedents. It is the first strictly rural school to arise from a consolidation of districts. It is the first to be financed through recently enacted enabling legislation. The school was financed by a bond issue after a state supreme court test of the legality of the consolidation. Several other school districts helped finance the cost of the litigation.

One of the most interesting features of the building is a long all-weather play porch. This also serves as a loading platform since many pupils arrive by car or bus.

Another is the division of the heating system into several units. Each pair of classrooms has its own forced warm air oil-fired heating system, similar to a moderate sized residential unit. This permits the initial building to go ahead without having to bear the undue burden of heating plant design.



RURAL SCHOOL SERVES MOTOR AGE





TWO CLASSROOMS: Clerestory lighting demonstrated in scene above; window wall (below) with pleasant view. Fluorescent light fixtures are clustered.



for a much larger building. It has all the experience of residential heating behind it for its operating quality.

Original facilities included reception room, administration office, dispensary and four large classrooms, each of which has a private entrance to the play area as well as to the corridor, for obvious safety reasons.

The classroom wing, located at the rear of the building, has almost completely transparent walls and looks over the rolling Barrington countryside. Thus, there is less disturbance from activities on the road and the entrance to the building.

A playroom addition, completed only recently, will serve as a gymnasium-auditorium as well as a community room for P.T.A. meetings and other group usage. The flexibility of the plans also provides for the addition of future classrooms as community needs warrant.

When the playroom addition was built in 1948, it was apparent that kitchen facilities would be needed for the wide use that might be made of this space by community groups. By shrinking the administrative office space, it was possible to add kitchen quarters to meet this need.

The exterior of the building is of selected and treated common brick and the interior of Pecky cypress and fir, with asphalt tile flooring and acoustic tile in ceilings of all classrooms and administrative rooms to reduce noise factors.

Other features include clerestory windows which pass daylight from the sides of the room and clusters of fluorescent light fixtures. Thus, extremely high level natural light, bilateral and glare free, is produced, which, in turn, makes a variety of seating arrangements possible.

Principal and school board did considerable long-range planning in the development of this school. The budget for construction was quite limited, and the need for the school was acute.

Though it was a wet spring in 1947 the building was completed within five and one-half months from the day ground was broken.

The school was built by Chell & Anderson, general contractors, for approximately \$107,750. This brings the cubic foot cost to 61 cents. It is built for the child, in both scale and character. The rooms are decorated in warm and cheerful colors, such as the child would like to find in his own home.

Here's help in answering **TAXPAYERS' QUESTIONS**

in regard to new construction of school facilities.

THOMAS J. HIGGINS

Consultant, School Buildings and Surveys, Chicago

MANY state legislatures are now in session. There is no more important item on their calendars than schoolhouse construction. A thorough-going campaign to bring the school housing needs before the legislatures should be well under way by this time.

Campaigns for added school support usually are spearheaded by teacher groups, with increased wages as the goal. Campaigns to provide adequate housing for pupils in safe, sanitary and healthful schools have had little concerted support before legislatures. With the growing need for ten billion dollars' worth of schoolhouse construction, the situation is critical.

The following questions, and many more, will be asked by the taxpayers and the legislators before additional funds are voted.

Should construction wait until costs go down?

Most communities cannot provide even inadequate facilities for their mounting school enrollment without facing a new construction program. It may be necessary, although unfortunate, to postpone modernization and rehabilitation projects that are long overdue. New schools must be provided where there is new housing, notwithstanding the high costs.

Construction costs are roughly two and a half times what they were in 1940. The cost of any contemplated new construction should be estimated at this level. Efficient planning may reduce the cost to about twice the prewar figure, but any estimate of cost which is less than that amount is just wishful thinking and is going to lead to a revision of the plans after the bids are received.

Lower construction costs are not possible with the present type of construc-

tion, the wage scale and bonuses being paid the mechanics, and the inflated material costs.

Building costs probably will not go any higher. They may soon be a little lower but will definitely not reach the prewar level. Competition is being felt in the heavier construction field. More contractors are willing to submit firm bids. The outlook is encouraging, but those communities that believe they can wait out the inflationary period soon will find that they have been remiss in providing educational facilities for their children. Children pass through school only once; the pace cannot be slackened awaiting lower construction costs.

The postwar increased enrollment started in the kindergarten in 1947. There were more pupils in 1948, and there will be more next year and each succeeding year to be housed and educated. The babies are here; we can count noses now. New schoolhouse construction cannot be delayed.

Where does economizing start?

Economies that will reduce schoolhouse costs must start with the planning by the superintendents and the architects. School planning for the most part has lagged far behind educational practices. We were unable to keep abreast when costs were low. Now when the value of the construction dollar has been reduced to 40 cents and the birth rate is the highest in history, it seems likely that little more than the essentials will be provided in most communities.

Little ingenuity has been displayed by architects in an endeavor to provide more classroom seats for dollar of construction cost. There has been, however, a successful effort to individualize the design of new schools, although too

often these efforts have tended to increase costs.

What kind of building should it be?

It should fit the local situation. The adaption of the sprawling California type of school for northern climates is not economical either in first costs or in maintenance costs. Corridors flanked only on one side by classrooms are extravagant of space and materials. The excessive use of glass walls for architectural effect is going to prove costly in increased fuel consumption in those sections of the country in which heat is required most of the school year.

Over-all ceiling lighting for classrooms has been overemphasized. Ceiling lights are splendid if properly installed and maintained, but good lighting can be provided by a competent lighting engineer at half or less the cost of ceiling lights and with a less serious maintenance problem.

Concealed radiation costs more than exposed radiation. Unfortunately, in some new schools mechanical ventilation has been omitted to offset the cost of installing concealed radiation. Our efforts should be dictated by the best interests of the children, rather than by a desire to include something new in our school plans.

The experienced architect, alert to local market conditions, can balance the design of the building to obtain maximum value. The costs of materials have not all increased in the same proportion, nor have the wage scales of the building mechanics and the markup by the contractors been the same in each trade. Some building operations have doubled in cost; others have increased 400 or 500 per cent.

Large classrooms, it should be remembered, cost more to construct, heat, light and maintain than small rooms.

What are the minimum requirements?

The first problem confronting the school administrator and the architect is to plan a building that will provide a seat for each pupil for the amount of money available. If preliminary studies indicate it is impossible to meet this objective, the board of education should be informed by the architect before expense is incurred for the preparation of plans and specifications.

The ability and willingness of a community to finance the cost of a new school will determine how far the board of education and the architect can go in providing: (1) the fundamental requirements and (2) the desirable additional educational facilities and architectural treatment.

When should planning be done?

The over-all school plan should be comprehensive, providing for the ultimate needs of the community but flexible enough to permit the portion immediately needed to be erected as required. Planning should be done now for the next five-year period. To project new school housing requirements beyond a five-year period on a basis of present birthrates may be somewhat hazardous.

Should substitute materials be used?

Economies in construction design can be effected to reduce construction costs. Good engineering will provide the necessary amount of reinforcing to assure a sturdy structure, but some economies in the use of materials are feasible. Careful study will disclose means of reducing costs by effecting reductions in materials and fixtures.

Using substitute materials in some cases will result in a reduction in costs. However, some substitute materials have cost more than the original specified materials because of the building mechanics' inexperience in handling and erecting such new materials. Requests from contractors for permission to substitute materials for expediency, or as a means of reducing costs, should be given careful consideration. Their knowledge of the local market conditions is often valuable.

How should contracts be awarded?

The awarding of separate contracts for the general construction work, heating and ventilating, plumbing and electric work, rather than the commoner practice of awarding one contract for the entire project to a single contractor, will require more supervision by the

architect. However, it will reduce the total building cost by the amount the general contractor would add to his original bid for supervising and coordinating the work of the mechanical contractors.

Performance bonds for the full amount of the contract, guaranteeing the completion of the project, add 1 per cent to the contract price. By reducing the insured liability to 50 per cent of the contract price, 0.5 per cent of the cost of the project can be saved. The custom of withholding 10 or 15 per cent from the total amount due the contractor as the work progresses and the 50 per cent performance bond are sufficient security.

If it is necessary to take alternate bids on a project, the basic plan or portion of the building should constitute the base bid. Any additions, alterations, substitutions or extensions of the plan should be additions to the base bid. It has been customary to take bids on the complete project, with all alternates as deductions. This method has not given the owners the advantage of proportional deductions in the original overhead cost figured by the contractors. It is more economical to increase the contract than to subtract from it.

The board of education and the architect should make every effort to obtain bids from local contractors. When it is necessary to go out of the community to obtain bids, costs may vary as much as 25 per cent. Consideration is also due the local contractors because they are among the taxpayers who are making the new project possible.

Is a negotiated contract desirable?

In some states it is not mandatory to solicit competitive bids on school construction. Because of present conditions in the industry, a negotiated contract with a reliable contractor may be the answer to many construction problems. In awarding this kind of contract, a board must be willing to defend its position to any taxpayer who may accuse it of collusion. Most large industrial corporations have adopted the negotiated contract rather than competitive bidding on construction work.

Should a guaranteed top price be established?

No contract should be entered into unless it specifically states the maximum over-all cost to the school district. Cost plus and percentage contracts may exceed the bonding power of a school district unless a ceiling is

placed on the over-all costs. Much private construction is now being done on the basis of a contract that provides a guaranteed top price. All savings that can be effected by the contractor to reduce the total over-all figure revert to the owner 75 per cent, and to the contractor 25 per cent.

What is a fair interest rate on school building bonds?

The interest rate at which construction bonds can be sold is seldom given enough consideration. The board of education must shop to obtain from the brokers the best possible interest rate to meet local requirements. In some instances it is desirable to pay a higher rate of interest to obtain a premium for the bonds to help meet the high construction costs without increasing the bonded indebtedness.

On twenty-year bonds each 1 per cent increment in interest rate adds approximately 8 per cent to the ultimate cost the community must pay for the building. A clear understanding of bonding procedures is essential if the best interest of the taxpayer is to be served. School boards should not neglect to seek competent advice on this important phase of the building program.

How should a school site be selected?

If a school site must be selected as part of the housing program, careful consideration of the basic principles of site selection is essential. The site should be higher than the surrounding natural grade so that the necessity of fill can be avoided. It will be much more economical to pay a higher price per acre for high ground than to buy low land that will require filling and grading.

Are all the present school facilities being used?

The school administrator may discover through a survey that he is not making full use of the facilities in the present school building. This is especially true of high schools in which the capacity of the building is dependent on length of periods and the efficient programming of rooms to teachers and subjects. A review of present procedures will often prove to be surprising.

If it is necessary to ask the community at this time, when all taxes are soaring, to vote bonds for constructing schoolhouses, it is desirable to be able to tell the people honestly that every other means of housing the pupils has been carefully explored and has been exhausted.

Winter activities give boys sense of achievement. Author thinks boys should get full responsibility and a measure of authority, instead of authoritative leadership by adults.



Photographs courtesy of Chicago Council, Boy Scouts of America

PATERNALISM *retards the Boy Scout movement*

HERBERT S. LEWIN

Clinical and Child Psychologist
New York City

SURELY we no longer can harbor the hope that if we go along in the same old ways, things will somehow settle themselves. We must re-examine not only our ideas of training boys and girls for the new kind of life we face but also the *methods* by which they will get that training.

It is through *group* experience that the individual learns social behavior, and it is from group education that we must expect an answer to our quest. In the study reported here I have attempted to set forth the problem by taking the Boy Scouts of America as an example of group education in the United States and the Hitler Youth as an example of the same thing in a totalitarian country.

The Boy Scouts was selected for comparison with the Hitler Youth because it is by far the greatest organization of boys in this country. Its members come from all social groups. It is not only the most representative American youth organization but also, because of its numerical strength, the most comparable to the Hitler Youth, which virtually every German youth joined.

The Hitler Youth as a mass organization of German boys was a product of Hitler's ascendance to power in 1933. Within a few years the organ-

ization brought within its ranks the vast majority of German youths between 10 and 18 years of age.

Like the Hitler Youth, the Boy Scouts is an organization founded by adults and to an even higher degree directed and supported by them. It counts about 2,000,000 boy and adult members at present and has not changed its program much since it was founded in 1910.

The national council, representing the various groups sponsoring the organization, consistently upholds a policy of maintaining the status quo of such basic institutions as the family, the school and the church. Its policy of noninterference and neutrality serves to attain broad public support by preventing the movement from getting involved in controversial issues.

Unlike pre-Hitler German and other European youths, American boys have not been given a voice in determining the ways and ends of their organizations. In the Boy Scouts, as in most other American youth organizations, adults still patronize youth

and thus stifle its initiative. Some attempts have been made to improve the methods of scouting and to give youth a greater measure of self-determination. Yet several recent research studies indicate clearly that democratic methods are still neglected and an authoritative approach by adult leaders is preferred.

Many differences exist between the organizational framework of the Hitler Youth and that of the Boy Scouts. There were no democratically participating groups in the Hitler Youth, where the will of a supreme leader was transmitted through the subleaders to the members. In contrast, the local councils and the national council of the Boy Scouts are composed largely of member representatives. But let us remember these representatives are adults and not the youths themselves. However, Scouts *may* elect their immediate boy leaders and *may* democratically plan their activities.

But in general, as in the Hitler Youth, leadership power is bestowed from above. In the case of the Hitler Youth this was done by a single superordinated leader; in the Boy Scouts leadership power usually is bestowed by a collective body.

As could be expected, the basic leadership requirements in the Hitler

Youth were uniformly determined by the national socialist leadership principle. No such uniformity exists for the Boy Scouts. Another important difference seems to be that the Hitler Youth leadership power derived from a supreme leader, Adolf Hitler. For the boy scout leadership power does not come from any distant source. His immediate leaders are the only ones to whom he feels responsible.

Another great and perhaps most significant difference exists with respect to the age of the leaders. Hitler Youth was led by young leaders with full responsibility and a measure of authority. The scout troop, in contrast, always is led by an adult; only on the lower levels are boy leaders active, with comparatively limited responsibility and authority. Nor does the Boy Scouts, unlike the Hitler Youth, encourage its members to make youth leadership a professional career.

The official attitude of the two organizations toward the place of youth in society shows even greater discrepancies. In the Hitler Youth the worth of the individual was based on the degree of his devotion to state, nation and its leader, since these were the only sources from which the individual could get his status.

National socialism rejected the liberal doctrine of the "natural rights" of the individual and put in its place the doctrine of the "natural rights" of the national community. Thus, the Hitler Youth member was first and last a dependent member of his community with no choice but to comply with its requirements or to break away from it and become a social outcast.

RUGGED INDIVIDUALISM

The Boy Scouts, on the other hand, has placed the worth of the individual above the attempts to shape and direct the life of the individual by any political or economic group or institution. Within this framework, the scout literature offers again and again a philosophy of rugged individualism and recommends individual freedom and expression in the political and economic sphere.

The attitude of scouting is entirely different with respect to church, school and family. These institutions, though perhaps not perfect, are considered to be essentially sound and their unchanged perpetuation most desirable. Here is the limit for the

individual's right of self-determination. If there is something wrong with these institutions, it is essentially because of the inherent foibles and weaknesses of man, in the scout theory.

The comparison of the officially propagandized values and ends of the two movements reveals many differences, but we cannot ignore the fact that certain agreements do become apparent. These agreements are especially close on such ends as emotional unity of the groups, moral duties, community service and physical fitness.

Both organizations advocate practical experience, "learning by doing," rather than mere verbal indoctrination. Although there was a great deal of indoctrination, it cannot be denied that the Hitler Youth provided more real try-out experiences than does the Boy Scouts. The Hitler Youth had, of course, more power over the activities of the individual youth and many more training opportunities than the Boy Scouts.

LEADERSHIP GOALS

Naturally, the leadership problem is one of the most important ones for a youth organization. Boy Scouts and Hitler Youth consider "natural" leadership as a basic condition for actual leadership. Both movements agree in defining "natural" leadership essentially as "inborn drive to lead other people."

However, "natural" leadership was in the Hitler Youth ideology closely tied up with the concepts of racial superiority and selection. "Natural" leadership is for the Boy Scouts a biological and psychological concept independent of racial connotations and far less meaningful than it was for the Hitler Youth.

The leadership status of the Hitler Youth leader extended beyond his group into other social groups and institutions and gave him a status elevating him sometimes above his teachers and parents. In contrast, the leadership status of the Boy Scout leader pertains only to the specific tasks to which he is assigned.

With respect to specific leadership qualities, both groups agree that leaders should excel their followers in physical health and appearance, intelligence and dependability; both movements recommend a comradely attitude toward their followers as a basic requirement of good leadership.



Race discrimination has no place in American Boy Scout circles.

Boy Scouts recommend "initiative and resourcefulness" as supreme leadership qualities, while "loyalty and devotion to national socialism" was the outstanding Hitler Youth leadership virtue.

Both organizations agree on the importance of leader training. In spite of all the emphasis on "natural" leadership qualities, a tremendous and continuous amount of systematic training took place in the Hitler Youth. Both movements stressed the importance of "on-the-job training." Here, again, more opportunity was given to the Hitler Youth leader than to the boy scout boy leader, who has only limited opportunities for leadership practices. Virtually no formal training is given to the scout boy leader, while the training of even the boy leaders of the Hitler Youth was more systematic and intensive than that of adult scout leaders.

The training curriculum of the Hitler Youth leaders was much more extensive in its subject matter than is that of the Boy Scouts. To be sure, the efficient manipulation of masses by a leadership elite was an indispensable necessity for authoritarian education. On the other hand, in traditional American education the emphasis on pioneer individualism has lessened the sensitivity of youth to the problems of living together and to the need for trained leaders to manage people.

But the best leadership training alone would be of no avail, for no youth group can attract, hold and influence young people unless it has a definite program of activities. It

is through such activities that the movement tries to transmit its principles and aims. For the Hitler Youth the program covered nearly all educational aspects designed to prepare a youth for his adult rôle. It stressed ideological and realistic preparation for participation in the life of the greater community, but it also attempted to strengthen the individual's relation to his youth group.

Boy Scout activities try to cover some, but not all, aspects of education designed to prepare a youth for his adult rôle. Only moderate emphasis is put on direct realistic preparation for participation in the life of the community and the nation. The activities are essentially concerned with the individual's immediate needs and interests, and with his relation to his own group.

Political indoctrination and pre-military training were predominant Hitler Youth activities, extending over most of the boy's leisure time, while scoutcrafts and outdoor activities are emphasized by the scout movement. Here the activities extend over only a fraction of a youth's leisure time. While participation in group activities was enforceable in the Hitler Youth, this is, of course, not the case with the Boy Scouts.

With respect to program methods, the preferred methods of the Hitler Youth were verbal indoctrination, physical drill, and a considerable amount of emotional conditioning.

Nevertheless, the members were encouraged to engage in a limited discussion of the general principles of their movement and of the activities of their own group.

"LEARNING BY DOING"

The propagandized Boy Scout method is "learning by doing," but a measure of indoctrination and emotional conditioning is not lacking among the scouts. Moreover, scouts—in contrast to Hitler Youth members—are not encouraged to discuss the national policies of their movement. There is, however, opportunity given to discuss freely the basic principles of scouting and, of course, the activities of the member's own group.

It seems to be most important to derive certain conclusions about the present status of group education in Germany and in the U.S.A. and to add suggestions about the functions of a youth organization in a democracy.

It is indeed hard for us to look at the world of human relations through the eyes of German youths whose training has been directed toward goals which are now so strongly re-

pudiated publicly. There is no satisfactory way of ascertaining to what degree the young people who were members of the Hitler Youth have undergone a change of mind since the collapse of the Hitler regime.

As for the Boy Scouts, it is evident that at length the organization will be unable to uphold and to inculcate ideals in a world in which it has lost or changed much of its original meaning. Thus the glorification of rugged individualism in a pretty well organized and mechanized society must ultimately lead to feelings of frustration in those youths who believe in such ideals. The organization has many good features, but its insistence upon a status quo policy and on the patronizing of youths by adults will ultimately lead to difficulties. As a matter of fact, the organization is more and more losing its attraction for older youths.

YOUTH PARTICIPATION NEEDED

In spite of all imperfections, we have some definite ideas about the educational means and ends of a democracy. We know that our youth should be educated to independent thinking, to respect and understanding of the opinions and convictions of others, and to cooperative effort for the weal of the community. We know further that youth in a democracy should be guided rather than ruled. Youth today must participate actively in the development of our democratic order.

Hitler Youth put more emphasis on the training of boy leaders than the Boy Scouts put on the training of adult leaders. Virtually no training is given to the scout boy leaders.



Determining pupil **TRANSPORTATION COSTS**

A proposed formula for allotting state aid, based on road conditions and number of riders per square mile

THE transportation of school children at public expense is now an important part of the educational enterprise. The number of children transported has increased from 1,800,000 in 1927 to an estimated total of 4,500,000 during the 1947-48 school year. Current expenditures for transportation have increased from \$40,000,000 annually to approximately \$141,000,000 a year during this period.

The development of school transportation has involved boards of education in some rather serious financial problems. School transportation is an essential service, but it is expensive. Many rural counties are compelled to allocate as much as 20 per cent of their current expense budgets to transportation in order to have consolidated schools.

Rural areas, in general, have a lower per capita wealth than urban areas. But the school transportation problem is negligible in urban areas. Therefore, the financing of school transportation creates a serious financial problem to the school districts involved if this extra school cost is borne entirely by the rural school districts which are least able financially to provide for extra services.

The equalization of educational opportunities has been one of the primary goals of American education during the last quarter of a century. Every state has been concerned with this problem, and the research in this area has been so voluminous that it is impossible to review it even briefly in this article. However, virtually all fundamental studies of this problem have concluded that state and federal financial aid to the less wealthy areas and the development of local school administrative units and local school centers of adequate size are the principal means for the attainment of adequate educational opportunities for all the children.

Most states are now attempting to equalize educational opportunities

R. L. JOHNS, Professor of School Administration, University of Florida

within their borders through some form of state financial aid. In the early stages of the development of state financial support for schools, little attention was given to state aid for school transportation. However, it soon became apparent that school transportation was the key to equalization of educational opportunity in rural areas. Only through transportation was it possible to consolidate schools into school centers of sufficient size to provide good school programs. Therefore, many states now make some type of provision for school transportation in their state aid programs.

The distribution of state funds for school transportation involves the development of equitable technics for their distribution. This is not a simple matter because transportation costs are not directly related to the total number of teacher units or the total number of pupil units. Teacher units or pupil units are used in distributing most state school funds.

Some states also use measures of local taxpaying ability in distributing state funds. But whether local taxpaying ability is considered or not, it is essential that a state calculate the necessary cost of school transportation before that cost is incorporated in the state support program. This article is concerned only with the development of technics for determining the necessary costs of school transportation in each local school administrative district.

The solution of this problem involves the finding of satisfactory answers to the following two questions:

1. What children should be transported to school at public expense?
2. What variations in the per pupil cost of transportation among local

school administrative units are the result of conditions beyond their control and, therefore, should be recognized in the state support program?

From a statistical standpoint, the answer to the first question is relatively simple. All children who live beyond a reasonable walking distance should be transported to school. Many states define this distance either by statute or by state board of education regulations as some definite distance by the nearest traveled road, such as 1½ or 2 miles. Some states provide for shorter walking distances for younger children or physically handicapped children. Traffic hazards or main highways also have been given some consideration in the defining of reasonable walking distances. Climatic conditions have some bearing on the determination of a reasonable walking distance. Obviously, a reasonable walking distance for a state with a mild climate might not be reasonable for a state with a severe climate.

Common sense should serve as the principal guide in determining what the reasonable walking distance for a given state should be. When that distance has been objectively defined, it is easy to determine objectively the number of children for whom transportation should be provided.

The answer to the second question is not so simple. Burns¹ and Johns² noted more than twenty years ago that the density per square mile of pupils transported is closely associated with the per pupil cost of transportation.

¹Burns, R. L.: *Measurement of the Need for Transporting Pupils*, New York, Teachers College, Columbia University, 1927.

²Johns, R. L.: *State and Local Administration of School Transportation*, New York, Teachers College, Columbia University, 1928.

Each suggested technics for distributing state aid for transportation based largely upon variations in the density of transported pupils. Burns and Johns were both handicapped by the incompleteness and inaccuracy of the transportation data available at that time. Therefore, the original technics they recommended were not sufficiently developed for practical use, but the basic concepts were sound in principle.

MOST STATES NEGLECTFUL

Unfortunately, the development of sound practices for the apportionment of state funds for school transportation has been neglected in most states. A great variety of technics are in use, some of which are obviously inequitable. For instance, one state just simply allows each local school unit during the current year what it actually spent for transportation during some designated previous year. Such a method encourages extravagance and discourages efficiency. Another state allots a uniform amount per pupil transported to all school districts regardless of variations in local conditions. Such a method is inequitable because numerous studies show that the cost per pupil transported in sparsely settled areas may be three to four times the cost in densely settled areas.

Still other states attempt to weave into their formulas such factors as length of bus routes or size of bus. Such factors should not be included in state aid formulas for transportation because they are subject to local administrative manipulation.

On the other hand, a few states have developed objective formulas for determining necessary transportation costs. These formulas are based upon such factors as density of transported pupils and road conditions. Such formulas are fairly satisfactory, but the states using them are using semi-empirical methods in estimating the relationship between the cost of transportation and the variables in the formula. Formulas of this type can be greatly improved if the true relationship between cost of transportation and factors that affect transportation cost is calculated entirely by mathematical methods.

No plan of state support for school transportation is adequate unless it:

1. Provides adequate transportation services for all pupils who need it.
2. Encourages efficiency and discourages extravagance in local transportation management.
3. Is based on a completely objec-

tive formula, leaving nothing to the subjective judgment of state officials.

4. Is based on an equitable formula which takes into consideration all substantial variations in necessary transportation costs resulting from factors beyond the control of local boards.

5. Is a part of a balanced comprehensive foundation program of education financed by an equitable taxing system.

Flathmann³, under the supervision of Herbert A. Meyer, professor of mathematics, University of Florida, recently developed a formula which meets these criteria better than any existing plan of state support for transportation. It is impossible in an article of this length to give a detailed description of the statistical and mathematical methods used by Flathmann in developing this formula. She inferred from her studies and the studies of others that the density of transported pupils per square mile of area served and the per cent of hard surfaced roads over which school buses travel are the two most important factors affecting transportation costs for which data are available. Flathmann then developed a formula based upon these two factors for predicting necessary transportation costs for the counties of Florida.

Statistical analysis showed that the following mathematical function accurately expressed the relationship between transportation cost and the predictive factors when "Y" equals the cost in dollars per transported pupil per year for operating expenses plus depreciation; "X" the average daily attendance of transported pupils divided by the square miles of area served by buses; "Z" the number of miles of hard surfaced roads traveled by buses divided by the total miles traveled; "A," "B," "C," and "D" are constants:

$$Y = \frac{A}{X} + \frac{B}{X^2} + \frac{C}{Z} + D$$

The values of the constants in the formula for the state of Florida were calculated by the method of "least squares" from actual data and the formula then became:

$$Y = \frac{30.07}{X} + \frac{1.345}{X^2} + \frac{193.2}{Z} + 10.65$$

The necessary cost per pupil transported for any county in Florida can

³Flathmann, Sue Ella: A Problem in Curve Fitting, University of Florida, 1948. (Unpublished master's thesis.)

readily be calculated by substituting for "X" in the formula the density per square mile of transported pupils, and for "Z," the per cent of hard surfaced roads over which school buses operate.

For instance, in Leon County, Florida, the density of transported pupils per square mile of area served is 2.380 and the per cent of hard surfaced roads over which buses travel is 58.3. Substituting these values in the formula gives a predicted necessary cost of \$26.84 per pupil transported per year. The total necessary cost of transportation for any county can readily be determined by multiplying the total average daily attendance of transported children for that county by its predicted necessary cost per pupil.

The values of the constants in this formula for any state can be calculated by the method of "least squares," if the necessary data are obtained. Whether the county or the district is the unit of local administration is immaterial. Although the formula must be calculated by someone trained in statistical methods, the formula once obtained can easily be used by non-statistical workers. Such a formula can be written into law, but it is preferable that it be provided for in regulations of the state board of education.

VARIOUS USES OF FORMULA

This formula can be used either to allocate state funds for transportation as a part of a comprehensive foundation program of state support or to distribute a special state fund for transportation.

The formula also can be used as an index of the efficiency of the local financial management of school transportation. If the actual cost per pupil transported is greater than the predicted cost in a given county, the difference, if considerable, might be attributed to poor management. On the other hand, if the actual cost is less than the predicted cost, the difference might be attributed to better than average management, assuming that reasonably adequate services are provided.

It is possible that factors other than density of transported pupils and road conditions should be included in a formula to determine necessary variations in the cost per pupil transported. However, common sense and the statistical reliability of the formula developed by Flathmann would seem to indicate that the influence of factors other than density of transported pupils and road conditions is negligible.

South plans flexible **ACCREDITING** standards for two reasons

W. E. PAFFORD

Chairman, Committee on Standards, Commission on Secondary Schools
Southern Association of Colleges and Secondary Schools

THE project now under way for the rewriting of standards for the schools of the Southern Association of Colleges and Secondary Schools is another, although somewhat tardy, step in the effort to develop standards and procedures for accrediting that will stimulate school improvements.

Although concepts of the function of the high school had changed considerably, it was not until the summer of 1947 that a definite movement was started for a general revision of the standards and accrediting procedures of the Secondary Commission.* At the meeting of the central reviewing committee that summer it was agreed that the standards should be rewritten. Responsibility for the work was assigned to the committee on standards of the commission on secondary schools.

PURPOSES BEHIND ACCREDITING

Statements of purposes and principles which should underlie school accrediting, as developed at the first meeting of the committee, included the following:

"It will be essential to have the widest possible participation in the preparation of the revised standards. One of the chief purposes of the revision will be to give recognition to a broader and more functional education that will meet human needs in health, personality and social development.

"It will be the purpose of this project to explore the results of the studies carried on in recent years in secondary education and to make recommendations that will encourage needed changes; to utilize the experi-

ences of regional associations in other parts of the country; to secure the judgment of practical schoolmen as to the extent to which accrediting standards have helped or hindered them in their work in the schools, and to determine what changes might be made in teacher education requirements that will aid in the development of a better kind of secondary school."

GUIDING PRINCIPLES

1. "Schools should be evaluated in terms of their philosophy and objectives.

2. "Standards should be more flexible than they now are. Each school should be rated in terms of what happens to those students who do not go to college, as well as to those who do.

3. "Standards should be of such nature that schools, regardless of their apparent excellence, may be able to use them as stimuli to continued improvement rather than as means of accreditation alone.

4. "The type of school and its total educational pattern should be given prime consideration in accreditation.

5. "Deviation from certain standards may be compensated for by marked excellence in other phases of a school's program.

6. "There should be wide participation in the rewriting of the standards. The standards should be discussed with all schools, nonmember as well as member.

7. "Local schools should assume the responsibility of using accreditation procedures as a means of further development. Local teachers, principals, supervisors and administrative officials should assume the responsibility for judging the school. The principles of self-diagnosis, self-evaluation and self-improvement should operate.

8. "Provision should be made for the inclusion of elementary schools.

This should be done cooperatively with those in elementary education."

PROCEDURES STRESS COOPERATION*

School administrators have been cooperative in making criticisms of present standards but are somewhat hesitant about making specific suggestions of procedures or standards which, in their opinion, would be better. This probably is a natural reaction.

It appears, from the suggestions received, that administrators recognize two objectives: (1) to develop and operate the best possible schools for the people of their school communities, and (2) to get their schools on some accredited list or to keep them on it. The two objectives are not always the same, and in some instances there was evidence of a belief that progress made toward one might retard progress toward the other, or might even jeopardize its achievement.

The tabulated suggestions coming from all of the states have been mailed to representatives of the member schools for their further consideration and criticisms. The secondary schools commission at its recent meeting in Memphis, Tenn., approved the continuation of the project and doubled the amount appropriated.

For the meeting of the committee on standards in Birmingham, Ala., January 10, a committee member from each southern state obtained from representatives of secondary schools in his state expressions concerning the functions and purposes of the schools with which they are associated, and also their opinions about the principles that should control the development of our school programs.

COMMITTEE'S TENTATIVE REPORT

Members of the committee believe that the tentative report to the secondary schools commission at its next annual meeting, Dec. 1, 1949, might include the following topics:

Section 1—School functions, purposes and programs the Southern Association seeks to promote through accreditation.

Section 2—Principles that should underlie the development of our school programs.

Section 3—Criteria (qualitative and quantitative) designed to implement the principles enumerated in Section 2.

Section 4—Procedures by which school evaluation, in terms of criteria listed in Section 3, can be done.

*State accrediting of schools in the United States started about 1880 in Indiana. Regional accrediting was started fifteen years later with the organization of the Southern Association. The Commission on Secondary Schools of this association was not organized until 1911.

FEDERAL AID . . .

*at present rate may soon exceed
the school support of state and local districts combined*

J. C. MOFFITT

Superintendent of Schools
Provo, Utah

MANY people seem to think that most of the financial problems of American public schools will be solved when the federal government gives federal aid to education.

Two facts are important as we consider this assumption. First, the amount of money proposed in the most recent federal aid bill will not pay the additional operation costs resulting from the increase in the number of children who will enter the schools in the next few years. Second, the federal government is now paying huge sums for the education of the people of this nation. *Currently, the federal government's "educational" bill is approximately equal to the total amount spent to operate the schools by all of the states and local districts combined.*

Federal aid to education actually began 164 years ago. It started with the land-grant ordinances of 1785 and 1787, wherein parcels of land were reserved "for the maintenance of public schools." Each of the states, and Alaska, has received either land grants or money in lieu of such grants.¹

GRANTS HAVE INCREASED

The list of grants allocated to education by congressional acts has gradually but certainly increased. Particularly in times of crisis in our history has the government seen need to increase aid to education. Thus in 1862, early in our Civil War years, Congress enacted the first Morrill Act,² bringing into existence the land-grant colleges and giving aid to the study of agriculture and mechanic arts. From then until the present these institutions have received increasingly larger gifts from federal sources.

The second Morrill Act³ passed in 1890 granted to each state "the sum of \$15,000 . . . and an additional sum . . . over the preceding year . . . (until) the annual amount to be paid thereafter to each state and territory shall be \$25,000." This was "to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural and economic sciences." This grant totaled \$1,275,000 by the turn of the century.

In less than a decade after the maximum of the second Morrill Act had been attained, the Nelson Amendment to the act allocated a sum equal to the original grant, making a total of \$2,550,000.

"AG" COLLEGES STILL BENEFIT

During the time of reconstruction and frontier expansion following the Civil War, the federal government recognized the need for agricultural improvement through experimentation as well as instruction and in 1887 began this developmental program by passing the Hatch Act.⁴ This act allocated \$15,000 annually to each state and territory.

In 1906 the Adams Act⁵ was passed. The original sum granted by this act was \$5000, but the grant was enlarged until "the annual amount to be paid . . . to each state and territory" became \$15,000. In 1925 the Purnell Act⁶ authorized "for the more complete endowment and maintenance of agricultural experiment stations" \$20,000 a year for each state and increasing to \$60,000 for each fiscal year after June 30, 1930.

The Bankhead-Jones Act,⁷ passed in

1936, began with a grant of \$600,000, increasing with a like amount annually until, in 1940, \$3,000,000 was allocated through this source. The major purpose of the act was to give aid "to conduct research in land-grant colleges in regard to . . . basic problems of agriculture."

The 1946 Research Marketing Act⁸ amended and thereby greatly increased the research phases of earlier acts, as well as added to these earlier grants to the experiment stations sums amounting in 1948 to \$2,500,000.

Other acts have increased the amounts until the money grants for experiment stations alone had grown to more than \$9,000,000 by 1948.

The federal government has shown great interest in agricultural extension programs. Beginning with the Smith-Lever Act⁹ in 1914, it has passed a series of laws increasing the financial benefits to the agricultural colleges until more than \$27,000,000 is allocated annually.

MORE RECENT VOCATIONAL FUNDS

Once the benefits of federal funds to colleges were widely known, pressure was placed upon Congress for aid, also in the areas of vocational education to schools below college level. The Smith-Hughes Act in 1917¹⁰ initiated this program. Its purpose was to provide for the promotion of vocational education "through cooperation with the states" in "paying the salaries of teachers, supervisors and directors of agriculture, trade, industrial and home economics subjects and for the use of the federal board for vocational education."

Other more recent grants have been made possible through the George-Deen Act¹¹ allocating \$12,000,000 "to

¹Federal Government Funds for Education, Leaflet No. 79, Federal Security Agency, 1946-47 and 1947-48. (This report gives a good factual statement of federal funds for education.)

²U. S. Statutes, Vol. 12, Ch. 130.

³U. S. Statutes, Vol. 26, Ch. 841.

⁴U. S. Statutes, Vol. 24, Ch. 314.

⁵U. S. Statutes, Vol. 34, Pt. 1, Ch. 951.

⁶U. S. Statutes, Vol. 43, Pt. 1, Ch. 308.

⁷U. S. Statutes, Vol. 49, Pt. 1, Ch. 338.

⁸U. S. Statutes, Vol. 60, Pt. 1, Ch. 966.

⁹U. S. Statutes, Vol. 38, Pt. 1, Ch. 79.

¹⁰U. S. Statutes, Vol. 58, Ch. 114.

¹¹U. S. Statutes, Vol. 49, Pt. 1, Ch. 541.

provide for the further development of vocational education." The Vocational Act of 1946, commonly called the George-Barden Act,¹² is to provide for the further development of education in the area of vocational training.

By 1947, grants under the Smith-Hughes and George-Deen acts exceeded \$21,000,000. Through the George-Barden Act \$20,000,000 was allocated for the fiscal year ending in 1948.

Following World War I, the federal government became interested in vocational rehabilitation¹³ in "any legitimate industry." Through a series of acts it has provided for a continuously expanding program. It allocated \$18,000,000 for this purpose during the fiscal year ending June 30, 1948.

CRISES HASTEN APPROPRIATIONS

Many of the newer "aids" to education have been given at some unusual time in our national history. Such additions to education were created and administered by the federal government during the 1930-40 decade as the National Youth Administration and the Civilian Conservation Corps.

For the former, federal funds were appropriated "to the Works Progress Administration for the National Youth Administration . . . for . . . part-time work and training to needy young persons who are no longer in regular attendance at school and who have been unable to obtain employment, and to enable needy young persons to continue their education at schools, colleges and universities."¹⁴

The Civilian Conservation Corps, likewise concerned with young people's education, was created by an act of Congress in June 1937. It "was established to provide employment, as well as vocational training, for youthful citizens of the United States who were unemployed."¹⁵

During recent years Congress has increased greatly not only the amounts of money to education but also the number of types of education to which funds are allocated. An example is the National School Lunch Act.¹⁶ As early as 1937, \$50,000,000 a year was allocated "to provide food for consumption by children in nonprofit schools of high school grade or under and for child care centers." More than \$72,-

000,000 was allotted to this source for the fiscal year ending June 30, 1947. In addition to this money, large quantities of commodities have been given.

Numerous disruptions of ordinary community life took place when the government began its defense program, and to meet these emergencies the Congress enacted a series of laws that gave aid to education. The initial grant permitted 3 per cent of the amount for emergency housing to be used for community facilities, including schools.¹⁷ Annually, such funds for aid to education tended to increase because of war migrations. A total of \$530,000,000 was allocated before the end of the fiscal year 1946 for "community facilities." School districts overburdened because of "the transition from war to peacetime conditions" have still been able to obtain federal funds. Five million dollars was allocated by Congress for this purpose for the fiscal year ending June 30, 1948.¹⁸

During the war, Congress extended educational and training services to many groups where benefits directly in the military or in industry might be anticipated.

Financial appropriations were made to "the War Manpower Commission to conduct a program of encouraging apprentice training . . . including the recruitment and placement of individuals for work or training in occupations essential to the war effort."¹⁹

WARTIME TRAINING SUBSIDIZED

Likewise, Congress made "payments to states, subdivisions thereof, or other public agencies operating public educational facilities . . . colleges and universities, for the furtherance of the education and training of defense workers," and "for the cost of . . . courses of college grade provided by degree granting colleges and universities . . . (also for courses) designed to meet the shortage of engineers, chemists, physicists and production supervisors."²⁰

The government accumulated a tremendous amount of property as a part of the war and defense programs. Congress made it possible for public schools and institutions of higher education to obtain part of this property. It is estimated that \$538,000,000 worth of property has been acquired by the schools, at a cost to the schools of \$2,839,478.²¹

During the past few years the nation has attempted to provide education for men and women who served in World War II. On June 22, 1944, Public Law 346 became effective. An important part of this act is Title II, "Education for Veterans." It prescribes the ways and means by which several hundred thousand young people are attending schools of numerous kinds, colleges and universities throughout all states of the country. For the fiscal year ending June 30, 1947, they received \$2,122,292,440 for payments toward their education. The magnitude of this figure may be seen when it is compared to the \$2,467,015,836 total operation cost of all public elementary and secondary schools in the U.S. in 1944-45.²²

SPECIAL SCHOOLS SUPPORTED

Many schools outside the realm of vocational education are, and have been, largely supported by the federal government. These include Indian schools, schools in territorial possessions outside the United States, Howard University in the District of Columbia, the National Training School for Boys, the National Training School for Girls, the Institution for the Deaf, the Institution for the Blind, and particularly the institutions for direct military training. The emphasis given to these special schools may be noted by a recent "message" to administrators from the Secretary of the Navy asking their assistance in inducing capable young men to obtain "college scholarships" that "will provide the candidates with tuition, fees, books and a living allowance of \$600 a year."

One large item as a part of military education is the government's program of research in the physical sciences, now exceeding in cost \$600,000,000 a year.

The federal government makes direct appropriations to numerous agencies that are either directly or indirectly educational in their nature. An act of Congress²³ appropriates to library service "for making surveys, studies, investigations and reports regarding public, school, college, uni-

¹²U. S. Statutes at Large, Vol. 57, Pt. 1, Ch. 221, Title VII.

¹³U. S. Statutes at Large, Vol. 58, Pt. 1, Ch. 302, Title II.

¹⁴Federal Government Funds for Education, Leaflet No. 79, 1946-47 and 1947-48. Also, Public Law 697, Aug. 8, 1946.

¹⁵N.E.A. Res. Bul., Vol. 25, No. 4, Dec. 1947, P. 121.

¹⁶U. S. Statutes, Vol. 57, Pt. 1, Ch. 221.

¹⁷U. S. Statutes, Vol. 60, Pt. 1, Ch. 725.

¹⁸U. S. Statutes, Vol. 41, Pt. 1, Ch. 219.

¹⁹U. S. Code, 15, SS 7210728, Title I, Sec. 1.

²⁰U. S. Executive Orders, 1945, P. 206.

²¹U. S. Statutes, Vol. 58, Pt. 1, Ch. 296.

²²U. S. Statutes, Vol. 57, Pt. 1, Ch. 221.

²³U. S. Statutes, Vol. 61, Pt. 1, Ch. 437.

versity and other libraries; fostering coordinating library service on the national level with other forms of adult education, developing library participation in federal projects, fostering nationwide coordination of research materials among the more scholarly libraries, interstate library cooperation, and the development of public, school and other library service throughout the country."

For library service Congress has made large appropriations. One such appropriation of \$2,800,000 was made "for libraries, including professional books, textbooks and religious books for ships and shore stations."²⁴

An important federal contribution to education is its support of the United States Office of Education. During the last completed fiscal year approximately \$1,750,000 was allocated to the Office of Education.

The extensive interest of the federal government in the general educational and cultural progress of the nation and the world makes it difficult to delimit all sources of federal aid. For example, the government appropriated money to the Conference of Allied Ministers of Education in London,²⁵ which established UNESCO, and continues to give support to this agency.²⁶

Even a listing of federally financed services that are essentially educational cannot be enumerated here. These services increased rapidly during recent years.

The home city of the federal government is probably the nation's No. 1 cultural and educational center of art, scientific research and library service—because of federal money spent there.

AT ALL-TIME HIGH

As we look ahead to the problems involved in paying the enlarged educational bills of the nation, it seems necessary to utilize completely all available resources in most of the local districts and in the states. While the federal government has great sources of potential revenue, its obligations for educational services are at an all-time high figure. Its annual expenditure for the last fiscal year ending June 30, 1948, of \$2,953,785,539 is an amount that may equal that paid for all public elementary and secondary education by all of the states and the local school districts combined.

SALARY SCHEDULE PRACTICES

Sampling of Wisconsin

STUART ANDERSON

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THE ideal salary schedule for teachers is continually espoused at education conventions and in classrooms. Lip-service, at least, is paid to elaborately worked out theories of what such a schedule should be. But does the real coincide with the ideal?

When salary schedules are actually worked out and printed, what do they have to say about favoring men teachers? Summer school attendance requirements? Rewards for meritorious service? Salary provisions for special services?

ONE POINT OF AGREEMENT

A sampling of schedules* in seventeen cities in Wisconsin suggests a wide variety of answers. On only one factor do all the schedules agree: The level of professional training and years of teaching experience should be considered in determining teachers' salaries.

Cost-of-Living Bonuses. Cost-of-living bonuses included in ten of the schedules ranged in amount from \$250 to \$792.

Annual Increment Provisions. It would take approximately thirteen years for a teacher to reach the maximum salary in the typical schedule, but the range is from eight to twenty years. In three cities it would take twenty years to reach the maximum; in three others, it would require twelve years.

Amount of Annual Increment. Annual increments ranged from \$50 to \$150, with more than 40 per cent of the schedules providing increases of \$100 a year.

Men Teachers Favored. All but four of the seventeen salary schedules favored men teachers. Single men received from \$100 to \$300 more than women, with \$200 being commonest,

while married men were given from \$200 to \$400 additional, with \$300 the usual amount.

Prior Teaching Experience. Specific provisions for prior teaching experience were included in eleven of the published salary schedules. However, little agreement in carrying out this policy was found. While some schools made fairly general statements, most of them had specific provisions which credited prior experience up to and including five or six years of teaching.

Sick Leave. Only four of the schedules included sick leave provisions. Annual allowances ranged from five to ten days, and accumulated unused leave from thirty to sixty days.

Meritorious Service. Meritorious service was given official recognition in ten of the seventeen salary schedules. Types of recognition included: specific salary increment, double increment, and an amount above the maximum, or a supermaximum. Typical provisions are:

"An additional increase totaling not more than \$300 may be granted to a teacher of superior merit who has reached the maximum."

"Upon special recommendation, individual teachers may be advanced beyond the limits."

"A teacher may be granted a double increment because of outstanding work."

"Any teacher doing work of an exceptional nature may, upon recommendation of the superintendent, receive a salary beyond the amount in the schedule."

Summer School Attendance Requirements. In an effort to promote professional growth, a number of school systems require teachers to attend summer school periodically, usually at four-year or five-year intervals. Most of the schedules included provisions which either encouraged or enforced continued in-service growth.

²⁴U. S. Statutes at Large, Vol. 58, Pt. 1, Ch. 269.

²⁵U. S. Statutes, Vol. 58, Pt. 1, Ch. 660.

²⁶U. S. Statutes, Vol. 60, Pt. 1, Ch. 700.

*From an unpublished doctoral dissertation, *A Study of the Professional Personnel of Wisconsin Secondary Schools With Special Reference to Extra-Contractual Income*, University of Wisconsin, 1948.

Although the wording of these provisions is generally positive, in both intent and interpretation, penalties were included in a few cases. Loss of annual increment was the most frequently mentioned penalty. Three cities granted a \$50 bonus to teachers meeting the requirement.

Substitutes in lieu of periodic summer school attendance were included in nearly half the schedules. Travel, extension courses, night school, work experience, professional meetings, conferences, curriculum projects, educational research, community service, and professional writings were mentioned as acceptable alternatives, subject to approval by the superintendent and/or the board of education.

Advancement on Salary Schedule. Retention and advancement are automatic when satisfactory service is given. This statement summarizes a majority of the provisions for advancement included in the salary schedules. The following excerpts are illustrative:

"A teacher's advancement on the schedule will be dependent upon doing acceptable work in the judgment of the superintendent of schools and the board of education."

"Raises are automatic . . . unless held back upon recommendation of principal and superintendent and voted set aside by the board of education."

"A teacher shall advance on this schedule only if his, or her, work is entirely satisfactory. In event that the annual increment is withheld, a written statement of reasons will be given."

Salary Provisions for Special Services. As the number of school activities increases, greater demands are being made on teachers to supervise these new services. Because these activities frequently come after the regular school day and often are added to the teacher's regular teaching load, seven of the schedules reviewed have special provisions to compensate for these services.

The Merrill public schools provide extra pay at the rate of \$100 for each extra "unit." Their schedule states:

"Each special service is assigned a number of units based upon the amount of additional work involved. It is understood that this special work is not a so-called curricular activity conducted during the regular school day except in part in the case of supervisors and principals."

Department heads in the Waukesha public schools receive from \$100 to \$200 additional salary, depending upon the number of teachers in the department. Additional compensation also is given to the director of guidance, director of student activities, and director of visual and audio aids; all of them may receive \$200 more than the schedule provides. The athletic director is paid an additional \$150.

A comprehensive plan of payment for extra services has been formulated in the Wauwatosa public schools. Payments are made in initial salaries, salaries as teachers progress through the schedule, or in excess of the stipulated minimum. In major sports the extra payments range from \$150 for head coach to \$100 for assistant coach. Sponsors of the school paper and annual receive an additional \$75 per semester; the teacher in charge of student finance and ticket sales, \$100 per semester, and the school bookstore manager, \$50 per semester.

EXTRAS FOR ACTIVITIES

In a supplement to the revised salary schedule, the Whitefish Bay public schools provide for "extra pay for overtime." Coaches of a major sport and all-year coaches receive an annual supplement of \$300, while assistant coaches receive \$100 for each sport. Sponsors of the high school paper, the annual, dramatics and forensics are paid an additional \$200, while deans, and choir, band and orchestra directors are granted an additional \$150 each.

Dependency Allowances. Additional allowances for dependents were included in four of the seventeen salary schedules. Many teachers in Sheboygan Falls benefited from the following provision:

"An additional \$200 for heads of families. The definition for 'head of family' to be determined by the state of Wisconsin income tax division. Said family to reside in the school district."

The Superior schedule included:

"A family allowance of \$100 for dependent husband or wife whose income does not exceed \$300 per year, and \$100 for one or more total dependents under the age of 21 will be granted."

Service Increments. Two cities made provision for further rewarding teachers who had reached the maximum by providing "service in-

crements" for continued successful service. The policy in La Crosse is:

"Teachers shall receive a \$125 service increment for each five years of service in excess of the maximum."

Waukesha also provided this additional recognition but included several limitations:

"Teachers may, after receiving the maximum, receive a \$75 increment for each additional five years of service, provided they present evidence of further study, travel or other professional growth, or unusual value to the school during any part of the five-year period. No more than three such increments may be received."

Salary Differentials. Three of the seventeen schedules provided salary differentials which favored so-called "special teachers" in agriculture, home economics, and music.

Probationary Period. One schedule stated that new appointees were on probation for two years. Teachers who had given satisfactory service were to be notified by March 1 of the second year.

Schedule on Contract. One city printed the salary schedule on the reverse side of the teachers' contracts.

Inexperienced Teachers. Appointment of inexperienced teachers was discussed on only one schedule: "It will be the policy under this schedule to appoint teachers with experience unless they have received a high rating in the institution where they received their training. Local applicants must have had at least one year of successful experience in another school system of good standards before being appointed."

ON ANNUAL BASES

Annual Service Income. Milwaukee has an annual service income policy: "The Milwaukee teachers' salary is based on the postulate that teaching is a full-time profession and that scheduled salaries constitute annual service incomes."

Contractual Obligations of Salary Schedule. Under Wisconsin law a salary schedule cannot be considered a contract.

Salary Schedule Committee. One schedule included the recommendation that a committee should be formulated to continue the study of schedules and to recommend changes. This committee would be composed of the superintendent of schools, three school board members, and three classroom teachers.

Chalk Dust

ODS BODKINS!

THE morning paper headlines a man-bites-dog story of a school superintendent arrested for profanity. After hearing his tale of woe (which is not repeated here because it would be entirely commonplace to our readers), the judge promptly dismissed the case. "Every school superintendent," states the wise and understanding jurist, "is entitled to at least one goshdarn a day."

To those of us brought up in the rarefied atmosphere of years ago, the decision comes as something of a shock. Most of us still belong to the "fie upon you" school. In our day a superintendent, harried by taxpayers, bookmen, budget cutters, billygoats in the halls, sex films, pressure groups, and frayed shirt cuffs, met his daily crises with no more bitter expletive than "ods bodkins," although some of the stronger tempered were known under terrific provocation to mutter "golly" under their breath.

Perhaps the time has come when we should adopt a more therapeutic attitude. We are not suggesting that the administrator go all out in his fury, but by lapsing into his own peculiar pedagogical patter he can relieve his feelings and still not be fired as a pernicious influence.

For instance, when a group of progressive mothers calls on him to introduce the teaching of yoga in the elementary school, he may scatter them by uttering fiercely: "By my emasculated budget, hie thee hence!" Or, when the school psychologist suggests that his frame of reference is unhinged, the superintendent may vituperate: "Oh, my sacred Id! Oh, Oedipus! Oh, Gestalt! Oh, plural of a hard-shelled, dry fruit or seed having a more or less distinct separable rind or shell and interior kernel or meat!"

A discourse of this kind would be entirely in line with our clear-cut educational thinking and writing and would bring admiration rather than criticism from our superiors. By my desiccated Eyecue, I think I have something here!

« »

PANELING AROUND

"DURING the past summer when my resistance was at its lowest ebb," writes Supt. Sourpuss of the Sugartown schools, "I received an invitation from Teachers College to, as they disarmingly put it, present a panel. Being ignorant of my exact duties, I looked up the definition of a panel and discovered that it was a wooden saddle for an ass. I knew that many of my constituents would be overjoyed to find me a victim in any such presentation ceremony so I promptly accepted the invitation.

"Imagine my disappointment to discover that this panel business was nothing more or less than an old-

fashioned Teachers' Institute or what is now-a-days kiddingly called a Workshop. My duty seemed to be to police the participants and see that no blows were struck below the belt.

"The panel began when some superintendent jumped up and orated a speech obviously left over from last year's Rotary circuit. Meanwhile the remainder of the group waited impatiently to read similar speeches of their own. After hours of this kind of monkey-business, the meeting was thrown open to the opposition and everybody began to talk at once about their favorite hobbies and their neighbor's idiosyncrasies.

"Finally, the gong rang for the knockout and the Chairman turned to me and said, 'This gentleman whose name I have temporarily forgotten will summarize our findings.'

"So I got up and said, 'I think we have had enough of this stuff for one day.' Then there was tremendous applause and many of the audience afterwards told me that I had made the finest 'contribution' of the meeting.

"Maybe they mistook me for Supt. Tiddlewig, who was a member of the panel because of his position as administrator of a nearby city school system and who had slept through the whole uproar."

« »

TEXTBOOK TRIBULATIONS

A CORRESPONDENT diatribes us about textbooks now in use in the schools and evidently wants us to do something about it. As near as we can gather, he is sore because he says that the textbooks encourage "jazz, self and mob-ism." He has collected evidence on some 20,000 books, poor thing, (sounds like a graduate student at Columbia!) and has tabulated topics according to the number of times each is mentioned per book.

Peter Cooper gets 1 mention, clams get 10; Eugene Field, 1, frogs, 10; Greeley, 1, gulls, 12; Pullman, 1, pigeons, 20; Theodore Thomas, 1, tumblebugs, 19; Horace Mann, 1, monkeys, 18; Pulitzer, 1, panthers, 11; Sousa, 1, spiders, 21; Booker T. Washington, 1, wolves, 21.

Our friend points out that there is a moral here that ought to be passed on to all school superintendents. Unfortunately, we have mislaid his communication and can't remember, for the moment, what the moral is. All we can remember is an old saying of our grandfather: "When history is finally writ, the bugs will have the best of it."

Names in the News

SUPERINTENDENTS...

J. E. Shedd has been appointed superintendent of schools in Scottsbluff County, Nebraska. He succeeds **Howard J. Naylor**, who resigned.

Phillips Stevens of New Haven, Conn., has been appointed to succeed **Archibald V. Galbraith** as headmaster of Williston Academy at Easthampton, Mass., on July 1. Mr. Galbraith, who has been headmaster of the preparatory school since 1919, is retiring.

Allen P. Burkhardt, superintendent of the Norfolk public schools, has been named president of the Nebraska State Education Association.

Marvin Loveys is now superintendent of schools at Hoosick Falls, N. Y.

Edith Oldershaw, superintendent of schools in Cheyenne County, was elected president of the Nebraska County Superintendents Association to succeed **Ralph E. Fairchild**, Washington County superintendent.

Carl Payne, formerly associate supervisor of secondary education in the New York State Education Department, is now superintendent of schools at Norwich, N. Y.

Arthur B. Gelwick, superintendent of schools in Falls City, Neb., for twenty-one years, will retire at the close of the present school year.

Elwood Hitchcock, former guidance supervisor for Dolgeville Central School, Dolgeville, N. Y., became superintendent of the second district of Greene County, New York, January 1. He succeeds **Robert M. MacNaught**, who retired.

J. E. Sullivan has been named superintendent of schools at Altus, Ark.

Donald B. Swett, former principal of the Alfred Plant Junior High School at West Hartford, Conn., has been appointed assistant superintendent of the West Hartford public schools.

PRINCIPALS...

Clarence L. Topping resigned as principal of North Creek Central School, North Creek, N. Y., to accept a position as principal of Granville High School, Granville, N. Y. **G. Thompson Walton**,

former principal at Moriah High School, Moriah, N. Y., succeeded Mr. Topping as principal at North Creek.

Thomas A. Clingan resigned as principal of Yeadon High School, Yeadon, Pa., recently.

Kelly B. Stanfield is the new principal of Cynthiana High School, Cynthiana, Ky. He succeeds **Wendell H. Cason**, who became superintendent when **W. E. Lawson** resigned.

Robert Regula now is supervising principal of schools at Roseville, Ohio. **Wayne E. Buck** is high school principal. Mr. Regula succeeds **A. C. Snide**, who resigned.

Mabel Ann Robbins, former teacher at Cortland High School, Cortland, N. Y., is now principal of the school.

Glenn W. Moon has been appointed principal of the Toms Road Junior High School at Stamford, Conn., which will be opened next September. The appointment is effective July 1. **Joseph J. Franchina Jr.**, now principal of Rice School, will succeed Mr. Moon as principal of Burdick Junior High School. **Charles Swenson**, assistant principal at Hoyt School, will be principal of Rice School.

Samuel P. Maroney, assistant principal of the Pierre S. duPont High School in Wilmington, Del., since 1934, has been named acting principal of that school. He succeeds the late **Ralph L. Talbot**. **C. Warden Gass** is assistant to the new principal and dean of boys at the high school.

V. G. Davidson has been elected principal of the Park County High School, Livingston, Mont. He will succeed **C. V. Brown**, who will retire at the close of this school year.

Renwick C. Arnott, for twelve years a teacher in Clinton Central School, Clinton, N. Y., is now principal of Stratford Central School, Stratford, N. Y.

Milton D. Kittredge has been elected principal of Sabattus High School, Sabattus, Me.

O. C. Kuntzleman assumed his duties as principal of Yeadon High School, Yeadon, Pa., January 10. He formerly was superintendent of schools at Sunbury, Pa.

Grace Chamberlin is the new principal of Woodbury and Abbott schools in Marshalltown, Iowa. **Lucile McFarland** has been named acting principal of Arnold and Glick schools in the same town.

OTHERS...

Edward L. Williams, director of the industrial extension service, Texas A. & M. College, is the new president of the American Vocational Association. He succeeded **Julian A. McFee**, president of California State Polytechnic College.

Carleton E. Washburne, until recently chief U. S. information officer for northern Italy and for many years superintendent of schools at Winnetka, Ill., has been appointed special consultant on reconstruction to the New York office of UNESCO.

Dr. Harold G. Thompson retired January 1 from his position as director of the New York State Education Department's division of examinations and testing. He had served the state department for nearly twenty-five years and had been engaged in educational work for more than thirty-five years.

James H. McBurney of Northwestern University has been elected president of the Speech Association of America.



Jaime Torres Bodet, Mexico's minister of foreign relations, is the new director general of UNESCO. A former minister of education in Mexico, Dr. Torres Bodet

will serve as head of this United Nations organization until 1955.

Thomas G. Pullen Jr., chairman of the Commission for International Educational Reconstruction, represented the commission at a conference of national coordinating organizations for educational re-

(Continued on Page 102.)



Not a constitutional fault-finder, **SARGENT AS CRITIC**

is concerned with basic human values

in the present educational situation—BOYD H. BODE

DANGEROUS TRENDS—HOW UNDERCURRENTS, ECONOMIC AND POLITICAL, AFFECT EDUCATION. By Porter Sargent. *A separately published introduction to "A Handbook of Private Schools, 1948-49." Thirty-first edition, also by Porter Sargent.*

THIS small volume is the thirty-first number of Porter Sargent's "annual survey." As in the case of the preceding numbers, it takes in a great deal of territory and speaks its mind with remarkable freedom.

The present educational situation offers an exceptional opportunity for the author's talents as a reporter and as a challenging critic. It is impossible, in a brief review, to do more than direct attention to the changes with which the author is especially concerned and which he elaborates with a wide range of application and with a keen sense of the dangers they entail.

CHANGE IN FINANCIAL STATUS

The first and most obvious of these changes is in financial conditions, together with the tremendous increase in the demands on advanced education. This has its repercussions all along the line—in private schools and colleges, and in our system of public education.

One effect of the sense of insecurity that is thus generated in private institutions is that the way is being paved for a broader conception of social obligation. Mr. Sargent quotes Claude M. Fuess, retired headmaster of Andover, as saying, "Our independent schools in the past have turned out altogether too many graduates who belong to the country club set and who feel that they have performed their civic duty when they have grudgingly paid their taxes and damned the government" (p. 22). Civic duty is broadening in scope.

Another effect is that monied interests are gaining a stronger hold on education and are exerting pressure to prescribe the content of civic duty. Our universities are obliged to be conciliatory "in order not to alienate financial support. The pressures to which they have been subjected will not be recognized by some, will be acknowledged by few. To some they will seem superficial, to others they will appear fundamental. To the more discerning, the odor becomes higher and higher" (p. 53).

The second and less conspicuous change consists in what might be called a change in educational orientation. Time was when there was no serious problem of liberal education because the prevailing outlook on the universe and man's place in it was supposed to be adequate. But now this time-honored "frame of reference" is breaking down, and we no longer know how to educate. "Education," as the author says, "is to prepare youth for the world in which they are to live, at least so we are told." But we no longer know what this world is like. Hence "our teachers are blindly stumbling on through the fog and murk. Unable to envision a world ahead, they look back upon the past" (p. 33).

It has become a commonplace to say that the present is a period of transition. Unfortunately, this does not tell us much, unless we are also told what it is that we are moving from and in which direction we are going. The lack of clarity at this point is the basic cause of the current uncertainty and confusion. It compels the average teacher to cling to the educational ideals of the past, despite whatever misgivings he may have as to the adequacy of these ideals.

It also constitutes a standing invitation to special interests or power groups to move in and take over the direction of education. These interests

stand to gain by the perpetuation of traditional habits of belief and thinking, as long as they can determine the application of these habits to present conditions. Consequently these interests tend to ally themselves with the forces that are opposed to changes in basic outlook.

"Diverted from questioning or challenging the accepted, from exploring the unknown, Western man for centuries has been fed on promises—easy salvation for accepting the beliefs of his ancestors. Deluded and mentally enslaved, man in the mass has lived for the profit of the few" (p. 187).

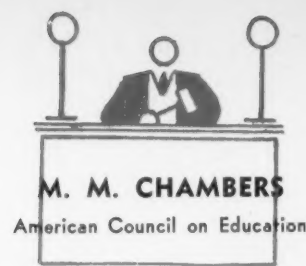
AN UNDISCIPLINABLE

It may be added that this general state of affairs serves to suggest the function and the significance of writers like Porter Sargent. As William James once said, "Our undisciplinables are our proudest product." Sargent criticizes education because it has failed to stimulate critical thinking where it is most needed.

To quote from another source: "The task of our educational system is to take a lot of live wires and see that they are well grounded." He warns against "dangerous trends" in the form of special interests which seek to profit by the current confusion. That there is need of such criticism should require no argument. In the present case the criticism cannot be dismissed as constitutional fault-finding. It springs from his genuine concern for basic human values.

"What the human race needs is a new faith in man, based on tested biological observation, a faith that will give him courage to go forward, chin up, chest out, in 'confident morning again' to build not only a better social system but also a prouder breed of man" (p. 190).—BOYD H. BODE, *professor emeritus, Ohio State University, and lecturer, University of Florida.*

PROVIDING EDUCATION FOR TRAILER CAMP CHILDREN



A SMALL local school district cannot well cope unaided with a great, sudden and perhaps temporary increase in its school population.

In the mid-twentieth century we have a high mobility of population, and changes in the national industrial system and in the tax structures of the three levels of government often may occur without much warning. A reasonable degree of adaptability to such events requires not only federal and state emergency legislation but also the hastened arrival of a recognized pattern of permanent public school support in which local districts will be much larger and fewer, state aid will be more substantial, and the national government will have an increasing rôle in school support without encroaching upon local control.

LITTLE DISTRICTS' TROUBLES

Well rooted local residents who think in traditional terms are quick to assert that while a trailer camp or an emergency housing project may add hundreds of children to the educational load of the local district it adds nothing, or relatively little, to the district's revenue from property taxation. Often a district as large as a county, with state aid in proportion to the number of pupils, can take such a situation in stride; but to the small village or rural district it may loom as catastrophic.

One of the ugliest aspects of current community life is the feeling that sometimes arises against the newcomers—an irrational feeling that their rights as citizens are inferior to those of older residents, that their children are not properly entitled to equal educational opportunities. These ill-reasoned and emotion-charged feelings sometimes lead to the gross exaggeration of imaginary social distinctions, class conscious antagonisms, and lawless pressures to push the incomers on to another community.

Such manifestations are, of course, in direct violation of the wholesome American tradition. If the rights of citizens were directly linked with and

dependent upon the payment of property taxes, we should certainly not have free public schools today. Happily, that question was settled approximately a century ago. The rights of the children are paramount to all other factors in the situation. The state cannot afford to let these priceless human resources go untutored and uncultivated.

If the state has already put its educational house in order by establishing local school districts approximately as large as a county, and by paying half or more of school operating costs out of state funds distributed on the basis of the actual number of pupils or of the actual school population, the problem will seldom be serious enough to require special attention.

In the absence of these two essential features of a good state school system, a temporary palliative measure may be necessary. The state can provide for a system of special emergency grants to such local districts as present proper evidence of sudden and heavy increases in school population sufficient to place an undue burden on local taxpayers. Any such palliative is fraught with considerable difficulty in administration. It is not a satisfactory substitute for the two basic statewide reforms whose necessity is keenly pointed up by the local problem, though it may be temporarily the only answer to an emergency which has arisen quickly.

SHRINKING TAX BASE

Another calamity which sometimes overtakes the local district is the purchase or seizure by condemnation of a part of its taxable property by the state or the federal government for a tax-exempt purpose. State or federal acquisition of land for a state hospital or a federal military base may bite into a small district and leave only a "rump" of taxable property, valued at only a fraction of what the total tax valuation of the district was before.

This may create a particularly difficult situation if the district is already obligated to allot a considerable part

of its current revenue to debt-service—to amortize bonds issued at a time when the reduction of the total tax valuation was unforeseen. A double blow is usually suffered, because the state or federal installation brings an influx of school children whose parents are not local taxpayers, though their presence admittedly adds something to the volume and velocity of business in the community.

Recognizing these hardships in many places during the upheaval of World War II, Congress enacted the well known Lanham Act under which, upon appropriate proof of necessity, districts disrupted by war-caused heavy increases in school population could obtain federal financial assistance both for capital outlays for school facilities and for funds for school operation.

When this act expired, it was supplanted by the Landis Act, administered by the Federal Works Agency, but providing only for federal grants for current operating expenses in properly proved cases.

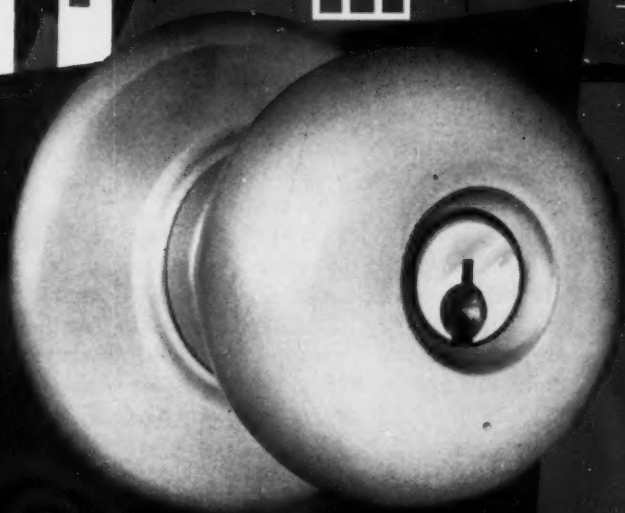
It is always possible for the federal government, when purchasing or condemning property, to negotiate for an equitable compensation to the local governmental units for local tax resources thereby cut off, and also for payment of an equitable share of the increased school expenses thereby required, if the federal government is willing to do so in order to obviate undue local hardships.

In the total national picture a great number of different federal agencies is involved, however—from the Atomic Energy Commission to the Zoological Survey—and it would therefore seem wise for the Congress to establish by statute the broad general principles of a uniform policy to be applied in such cases.

Like the whole problem of ensuring the provision of good school facilities for all American children, this one requires action by all three levels of government: local, state and national, and honest and alert cooperation among all three.

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EDUCATION IN THE NEWS

J. GLENN TRAVIS

Supervisor, Public Information Service
Kansas City, Mo.

IN September WDAF, the broadcasting station of the *Kansas City Star*, began a new program called "Education in the News." It is strictly a newscast about the doings of educators and happenings in the field of education. Aired each Monday at 6:30 p.m., it follows a national news program and is followed by one of the station's featured offerings. As far as is known locally, such a program devoted exclusively to educational news never has been tried before as a regular feature on a commercial station. WDAF broadcasts the program as a public service.

COOPERATION OFFERED

The superintendent of schools in Kansas City, Mo., Harold E. Moore, offered the cooperation of his administrative offices to the extent of preparing the scripts and assigning a member of the staff to conduct the broadcasts. Dr. Moore believes that education is news and that a newscast on education can be made as interesting, as popular, and of as much service to the general public as regular newscasts, sports casts, or other programs devoted to special areas of activity. Thus the public schools and a radio station are cooperating to bring the best possible coverage of educational news to the people in this area.

Bailey Gardner, principal of an ele-

mentary school, who had done newscasting for WDAF during the war, accepted the responsibility for conducting the program. To assure the approach of the professional educator in the collection and presentation of the news items, Mrs. Kathryn Hildebrand McLeese of the schools' public information service was given the main responsibility for preparing the scripts. Mrs. McLeese formerly was a reporter for the *Star* and wrote public relations materials for the U.S.O. before joining the school staff.

Several matters of policy, which were adopted before the beginning of the project, serve as guides in selecting the items to be used and in maintaining a balance among the various types of news.

POLICIES ADOPTED

In general, the scripts are a series of items. They follow somewhat the pattern of opening with the most important local news, such as actions of the Kansas City board of education, reports issued by citizen committees on education, personnel and staff assignments, or significant developments in the instructional program.

A shift to the national and state scenes follows. Then news from schools in the listening area of WDAF is given, and the remainder of the time is filled with items from the various

local schools. The announcer gives a large number of items as briefly as possible without leaving out important details.

Every effort is made to keep the presentation strictly in the news area. Editorializing and commenting by the broadcaster are avoided. Any particular points of view are given without comment through quoted remarks or the personal appearance of guests whose opinions must stand on their own merit.

While an attempt is made to use as much as possible of the material contributed by schools outside of Kansas City, accounts of routine athletic events are excluded because of time restrictions. Also, it is recognized that news of a strictly local nature must be restricted in favor of a balanced program to include national and state news for local consumption, as well as to include items of local interest to all the school districts in the listening area of WDAF.

STORIES FROM CLASSROOM

Because of the general assumption that a newscast without fires and accidents or world shaking events is dull to many listeners, several technics are used or planned to lighten up the less startling school news. One is the inclusion of an amusing classroom story. Important anniversaries in the devel-



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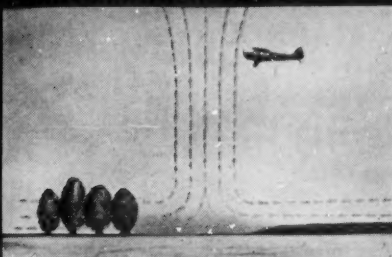
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R. Orin Cornett, Ph.D.,
Oklahoma Baptist University

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Walter A. Thurber, Ph.D.,
New York State Teachers College

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Thomas F. Barton, Ph.D.,
Southern Illinois Normal School

How to be Well Groomed



Mary E. Weathersby,
Mississippi State College

Pioneer Home



Viola Theman, Ph.D.,
Northwestern University

opment of public education are observed and featured. The spotlight is turned upon the individual schools of the region with short historical sketches. Biographies of men for whom schools have been named are given. The birthdays of great educators are noted. Occasionally a class poem is read. An interesting item of this nature has been the defining of terms that occur in educational writings and speaking.

Guest speakers are invited to participate to give information on timely topics. In Kansas City to attend a

convention, Oscar Ewing, federal security administrator, was interviewed by the superintendent of schools on the subject of federal aid to education. The debating team of a near-by college requested and was given a copy of the interview.

"Education in the News" has been on the air since the beginning of school in September. The problems involved and some of the values of the project are becoming apparent.

The greatest problem and the key to success are the compilation and presentation of news items that reach

and hold an audience and perform a service for those who listen.

The eagerness of school people to have the public hear about their successes and problems might lead one to assume that the main job in preparing the script is the selection of all the items that can be used from a great mass of possibilities. Actually, the reverse is true.

LACK OF NEWS

When plans for the WDAF newscast were being made, notices that solicited contributions of news were sent to superintendents of schools in the area that would be covered, to the state offices in Missouri and Kansas, and to the offices of national educational organizations. Responses approving the idea and expressing best wishes were numerous indeed. *But news did not follow.*

The educational world is full of significant activity, but channels for gathering and distributing news about it are so poorly developed that compiling a weekly digest of important news covering a wide range of educational endeavor is a difficult task, a fact not usually recognized by school people.

From the school administrator's point of view there are several potential values and opportunities in a newscast of this type. Developments and practices in other school systems may be described and compared with local conditions. Phases of proposals and actions that receive insufficient attention from regular news services can be reviewed for emphasis. Likewise, the stories sent out by various news services about important educational events may be collected and summarized.

ULTIMATE POSSIBILITY

The ultimate possibility is a community in which citizens not only are informed on educational matters but, also, having developed a taste for such information, demand a fuller treatment of educational events by all news agencies.

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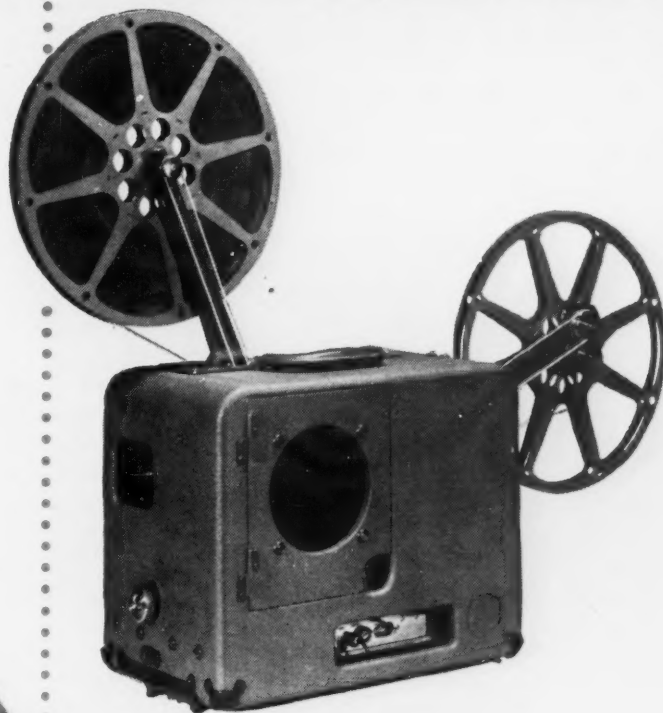
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The School Cafeteria

BASIC BELIEFS ABOUT LUNCH PROGRAMS

THE beliefs of school administrators regarding the school lunch program are important to its sound development. Basic beliefs which should be shared by all agencies associated with the school lunch program should include:

1. The school should make an adequate lunch available to every child and should allow him sufficient time in which to eat it. Foods served in the schools should be those that contribute both to the nutritional needs of the child and to the development of desirable food practices.

2. The responsibility for the administration, operation and supervision of the school lunch program should be vested in the educational authorities who are responsible for all other phases of the school program.

3. Adequate finances, facilities, records and the quality of personnel determine to a large extent the success and quality of the program.

4. All school lunch personnel should be employed in the same manner and on the same basis as other school personnel.

5. All school lunch personnel should be specifically trained for the services they are to give.

6. The facilities for school lunch service should be adequate for efficient operation and sound sanitary practices. They should provide for desirable educational and social experiences for the child.

7. The portion of financial support for the school lunch program that is derived from tax funds should come from the same sources as other school funds. At least the cost of administration and supervision, labor and facilities and all costs except food should be provided from tax funds.

From an address given at the 1948 convention of the Association of School Business Officials.

THELMA G. FLANAGAN

Supervisor, School Lunch Program
Florida State Department of Education
Tallahassee

Operation of the school lunch program should be on a nonprofit basis.

8. The records for the school lunch department should give a complete picture of the service given. Adequate records of equipment, supplies, food served, employees, income, expenditure and patronage will serve as a check and control, protect personnel and funds, show the exact financial status of the program, eliminate waste and aid the sanitation program.

ORGANIZATION

The school lunch program is the responsibility of the school agency, and, just as any other part of the school program, it should reflect the coordinated effort of the community if it is to function satisfactorily in the lives of the children.

The program should be so organized that its educational and service features are properly related to other educational and service programs in the department of education. The school lunch division or section of the department of education should be responsible for seeing that general policies of the department are followed, for determining school lunch policies, for providing administrative services, for setting standards, for furnishing competent supervision, for developing programs, for training personnel, for stimulating development of leadership for its program, and for financial administration.

At all levels school administrative officers and school business officials should be responsible for the school lunch program, just as they are responsible for all other phases of the school program.

The food standards of our schools should be the highest possible. Only foods that contribute both to the nutritional needs of the child and to the development of desirable food habits should be permitted in our school lunches.

Because of a lack of facilities, only about 40 per cent of the children in Florida are eating lunches prepared at school. Our program is inadequate mostly because of financial limitations.

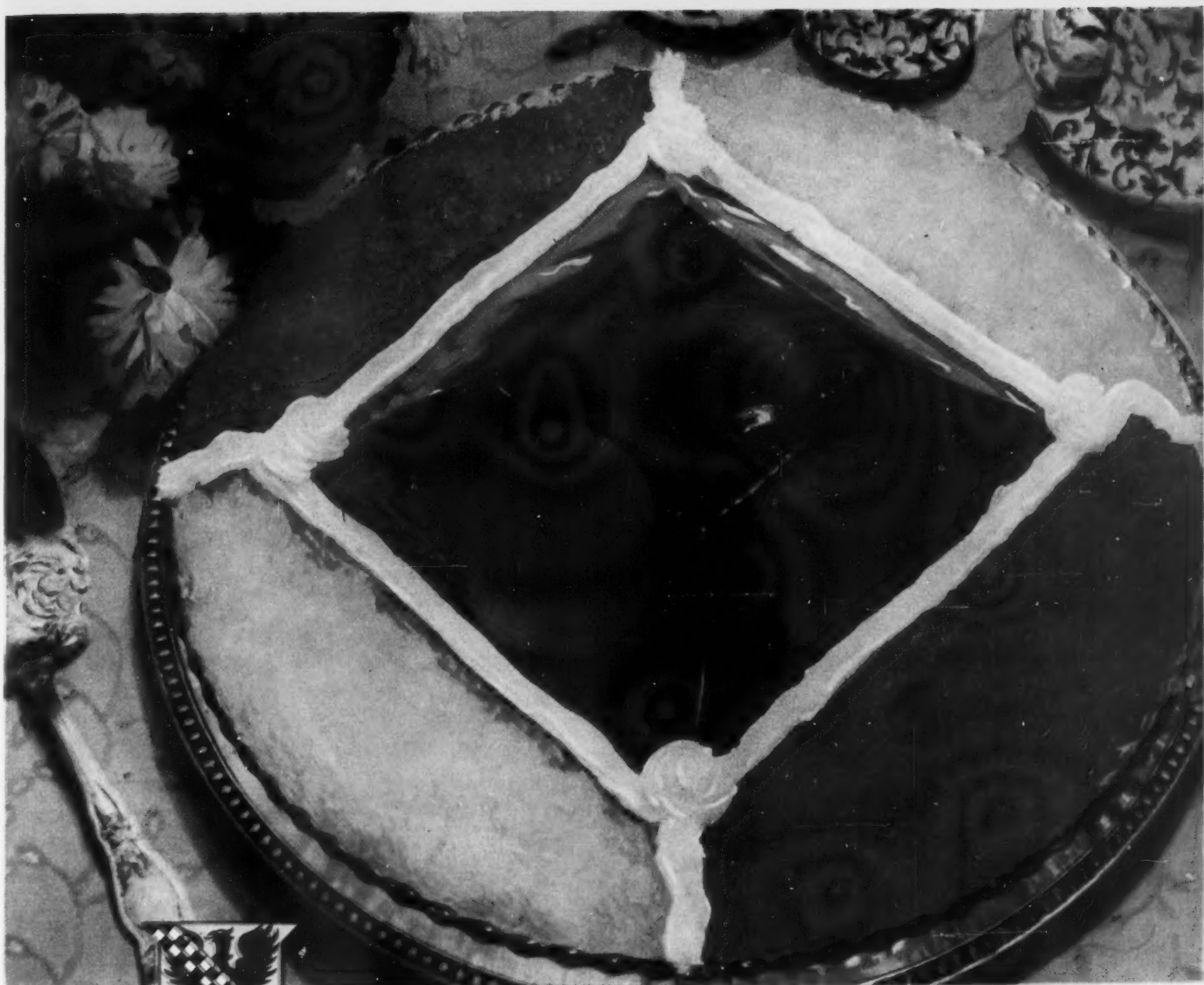
In June 1947 the Southern States Work Conference estimated the total cost for an adequate school lunch in the Southern States as about 25 cents. The cost now is around 30 cents. Florida lunches cost an average of 28.4 cents in 1947-48. The average cost of food per meal was 19.4 cents, with a low of about 12 cents per meal, in a county serving lunches with evaporated milk, and a high of 31 cents. Labor costs ranged from a low of 3 cents, where most of the labor was volunteer, to 16 cents a meal.

Where costs are low, the schools are doing the best their pocketbooks and the qualifications of their personnel will permit. More money and personnel training are needed for adequate programs.

The extensive sale of à la carte items may add dollars to the school lunch fund, but the value to the child of learning how to choose his meals wisely is beyond that of money.

With present high costs, schools find it difficult to say "no" to carbonated beverage salesmen when milk costs 7 cents a bottle and carbonated beverages can be sold for 5 cents at a profit of about 2 cents on the bottle.

Carbonated beverage firms will deliver to small isolated schools at a loss to develop the carbonated beverage habit. Would that milk and citrus industries practiced the same sales technique! If the milk and citrus indus-



Good Food for



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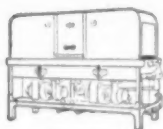
Great capacity in a small package—that's the Hobart AM-7 Dishwashing Machine. Here's a semi-automatic unit built to handle with ease the peak loads of every average operation—yet, its compactness in relation to its output is amazing. Performance, of course, meets the highest standards in effect today.

2.

Featuring a high speed wash, powered by a Hobart-built, ball bearing motor with high efficiency pump, the patented revolving wash headers of the Model AM-7 Dishwashing Machine quickly strip food from the dishes, and powerful wash streams thoroughly cover every point in the rack area. The rinse system directs water into every crevice—rinses the dishes rapidly, thoroughly, with maximum efficiency.

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GLASSWASHERS



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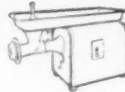
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tries would reduce prices to schools to compete with carbonated beverages and would write their losses off as advertising costs, children would develop a lifelong habit of drinking milk and fruit juice at noon; the industries would gain in the final analysis.

It is the desire of all school lunch departments to purchase food of the highest quality possible in spite of constantly rising prices. Centralized buying, more adequate supervision, and purchases made on a pooled bid and specification basis all lead to a wiser expenditure of money.

School lunch program requirements should be understood by architects. Some of them who now are designing school lunch departments have had limited experience with restaurant and hospital kitchen designing and no school lunchroom designing experience. They do not appreciate the difference between a three-meals-a-day profit operation and a simple menu 180-meals-a-year nonprofit school lunch program. Unless this and school lunch budgetary limitations are interpreted to architects, kitchen engineers, contractors and equipment salesmen, some costly mistakes will be made. We shall have a few new expensive departments when we need many inexpensive departments.

No adequate equipment lists are available containing detailed specifications, especially for larger departments. In many areas layouts are being planned and equipment is being purchased by persons not properly trained or qualified for this work.

Another problem is that of equipment service and repairs. Systems have school bus barns, service and repair departments with skilled personnel in charge. A similar handling of school lunch equipment service and repair problems would pay dividends. Such a program is now getting under way in a few Florida areas.

PERSONNEL

The quality of the personnel probably influences the quality of the program more than does any other factor. Well qualified personnel can work wonders with too few dollars and limited equipment.

Many of our problems will be solved only when we have qualified persons at the helm. A good music supervisor probably would not make a good director of finance. A good businessman may not have the qualifications needed by a good school lunch supervisor.

School lunch supervisors should have courses in administrative dietetics and should have training in education, philosophy, child growth and development, supervision, school-community relationships, public school administration, and finance.

School lunch literature is needed. We should weigh the merits and demerits of the material written for the many phases of the program. The program will not reach a maximum degree of effectiveness until we have adequate materials covering all phases.

FINANCE

North Carolina has just completed a survey which shows the amount of state and local tax funds being spent in most of the states for school lunch purposes. A number of states have earmarked appropriations. They are generally small when compared to the need and are limited to administrative and supervisory costs. The child, therefore, receives little or no direct benefit from the appropriation.

Florida has no school lunch appropriation. Nevertheless, in 1947-48 Florida spent more than \$666,000 from state and local tax funds for the school lunch program. This is a larger amount than is spent in most states.

Two years ago a comprehensive study of the state's educational needs was compiled by a Citizens' Committee on Education. That committee recommended that "the county board of each county should arrange to make available for each child an adequate lunch for the cost of the food. This means that county boards should include in their budgets sufficient funds to cover personnel, facilities and other expenses connected with the school lunch program."

Florida is meeting the matching requirements of the National School Lunch Act. In the nationwide picture, finance is the most serious problem of the school lunch program. No doubt the intentions of Congress regarding matching requirements of the School Lunch Act will be enforced before long. Other federal appropriations for school purposes are matched by state tax funds.

In 1946 the average cost per child for current expenses was \$80. At 7 cents a meal, which is a low estimate with present costs, it would take \$22 a year to meet the operating costs, other than food, of the school lunch programs. If states paid these costs, it would increase current expenses and

other school budgets considerably.

School lunches are not expensive. It is ignorance and malnutrition that are expensive. The statement has been made many times that "we are wasting millions of dollars trying to teach half starved children." The undernourished repeaters in our schools cost more than a good school lunch program would cost.

Forms for school lunch accounts are essential for both federally reimbursed and nonreimbursed schools and for use in areas in which each school is an independent unit as well as in systems having centralized operations. All of these reports should supply adequate information for making plans, for program analysis, and for statistical reports. We need to know income distribution, per meal food cost, labor cost, and other expenses. Valid comparisons can be made only when reports are uniform, complete and accurate.

True and accurate pictures of what is going on in the school lunch program are essential. Our last annual report on the federal form FP-10 showed 11.9 per cent free and reduced lunches. This is not a true picture of our needs for free lunches. Some schools sell tickets at a reduced price when weekly or monthly tickets are bought. Sometimes meals are sold at reduced rates where there are several children from one family eating in the department.

We have made some progress. State board regulations now require that uniform monthly reports on all school lunch programs be filed with school boards and the state department.

EVALUATION

It is essential in the school lunch program, as in any growing, worthwhile activity, that we sit back and view our efforts in terms of a reliable yardstick for measuring accomplishments.

Let us be frank in our evaluation. Calling B lunches A lunches doesn't make them adequate lunches. If we do not admit our inadequacies and use them as justification for additional assistance, how do we ever expect to improve the program?

It is up to the school officials to compare relative merits and to see each school as a whole and as a part of a larger unit—all planned to offer the maximum benefits to the child. School lunch programs should be included in all school evaluations.

Maintenance and Operation

The **CUSTODIAN** makes the school team

JULIUS BARBOUR

Assistant Professor
Building Maintenance Courses
Michigan State College
East Lansing

FOOTBALL suits are stored away, but the important games are still being replayed. In one school the annual team banquet included the groundskeeper who took care of the field. This custodian made the team.

Among those assisting in education, the custodian should be a member of the team, not the water boy. At the end of this article appear some discussion questions which, if properly used, will bring custodians up to team membership caliber.

In one school district a bowling league includes teachers, custodians, nurses, the business manager, and the superintendent of schools. By this means Waterford Township Schools in Oakland County, Michigan, have developed a fine spirit of cooperation among members of their staff. The custodians have made the team.

At Colon, Mich., a testimonial banquet was given last month for Joe Stull, who has served his townspeople for years as a custodian. Mr. Stull has made the team.

Yearbooks in many cities and communities are dedicated to a custodian who has gained the high regard of children and pupils.

Each year the retiring custodians at Pontiac, Mich., are guests of honor at a banquet. They are honored as retiring members of the educational team.

To be worthy of team membership, custodians must adopt a code of ethics and follow it. Items which might be included are: (1) adopt a profes-

sional attitude toward school occurrences and avoid discussion of them in public; (2) accept the broad objectives of education and the implications of them, and (3) encourage young, energetic workers to file application for positions which may be open in the future.

The state or city can encourage team membership by extending the same accident and retirement benefits to custodians as to teachers. This is done in Michigan, where one retirement board operates under the same law and provisions in granting retirement benefits for all regularly employed school staff members. Included are bus drivers, cafeteria workers, nurses, custodians and business managers. The team spirit is encouraged by such recognition on the part of a city or state.

Many states have instituted training programs and summer conferences for custodians. Connecticut, Indiana, Michigan, Nebraska, North Dakota, Ohio and Texas are among the states that sponsor programs of instruction for custodians. A young man has more incentive to enter the custodial profession in states in which he is assured of a chance to "grow on the job."

Local boards of education can do much to promote a professional spirit among custodians. If the board adopts a compulsory retirement age, there is incentive for younger men to "hire out" to the district, since they know the top jobs will become open sometime. Business managers should play

fair by hiring no one over 40 if the compulsory retirement age is 60, and it takes twenty years to earn a full retirement.

Clearly stated policies on sick leave, vacations and hours of work per week are also the responsibility of local boards if the custodian is to be a staff member.

As teams go through "warming-up exercises" before the game, so we suggest that your custodial staff might discuss these problems and questions as they seek to join the educational team:

1. The custodian senses that the principal is at odds with a certain teacher. With whom, if anyone, should he discuss this surmise?

2. Miss Z. allows the children to tie the window cords into a weird assortment of knots causing shades to be at varied heights. The school policy is that shades are to be at a certain height overnight. How can the custodian work this one out?

3. Mrs. R. is always cold. She demands a degree of heat which the custodian feels is harmful to the children. How can this problem be dealt with?

4. The custodian is sure Miss M. is a good teacher because there is never any paper on the floor of her room. Why is this a poor way to estimate a teacher's worth?

5. The school rule is that no child shall be admitted to classrooms after 4:40 p.m. Miss Blanchard often sends children back to the building to get



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something in her room that she forgot. The custodian wondered whether the child was really sent by Miss Blanchard last Tuesday night. What should he do?

6. The school has no master clock system, and Miss B. insists the custodian's watch is usually wrong, for hers is set by the radio time. She tells her pupils to disregard his signal for the last bell at noon one day for one minute. How can we bring peace and harmony in this disagreement?

7. The art teacher's pupils continue to dump water color into the bowls instead of into the mop sink. Mr. Jones

has suggested to the teacher several times how much more work this makes for him. The children still do it. Where do we go from here?

8. Mr. Brown asks the principal to include in his early December bulletin the official statement about what is to be done in vacation cleaning and how the rooms are to be left at vacation time. Has your school ever tried this? How does it work? What are the advantages and disadvantages?

9. "I believe she is a good teacher just like the ones I had when I was in school." What changes in education

have taken place which might make the foregoing statement seem ridiculous?

10. How can the custodian assist the new teacher to "catch on" to some successful classroom management practices, in regard to window shades, chairs, floor and boards?

11. Who besides the custodian should be interested in having a clean school?

12. Why do you or don't you believe that putting a youth to work correcting the damage he has done a school property will keep him from doing it again?

13. What place does the custodian have in the lives of children when he is the only man in the building? What are your memories of the custodian of your grade school?

14. What advantage does a "code" or "set of fair practices" have over "rules"?

15. Does the public owe it to men over 70 who are unable to get any other job to hire them as school custodians?

16. What are some tricks of the trade successfully used when the custodian knows that a large number of people will visit his building that night?

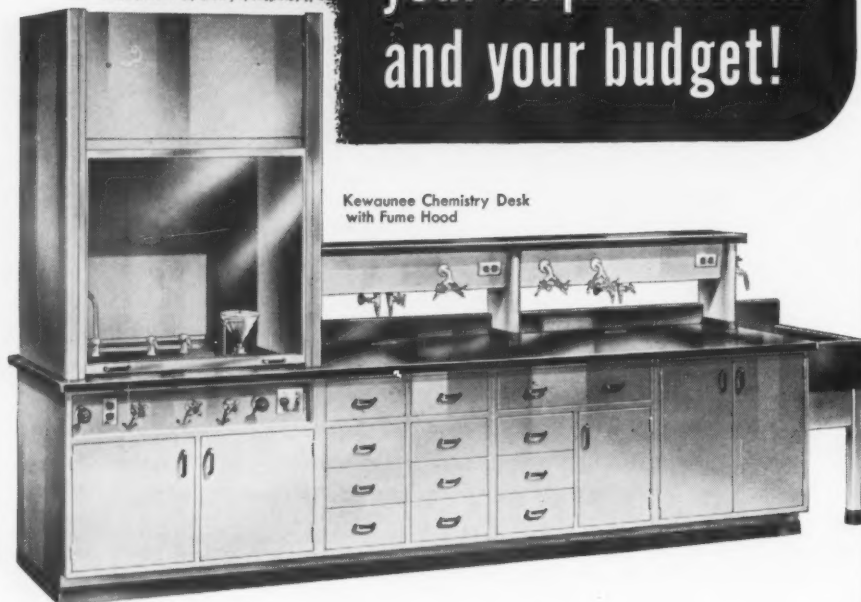
17. Do you believe there is a place in school custodial work for the man who dislikes children? Where?

18. The boys of Zebraville come from homes having outside toilets. They are careless in their use of the indoor toilet rooms at school. How can this problem be attacked? Could it have been anticipated with boys and girls? Could anything have been done before it could become a problem?

19. The principal and the student council president are meeting in August to appoint committees for the year. What advantage do you see in having a student committee on buildings and grounds appointed? Should the custodian be on the committee? Should he be the chairman? How often should this committee meet, when emergencies arise, or at stated periods of time?

20. Jake says he can always find at least one good thing to say about any teacher, pupil, program or plan of the school. So when people ask him about those things he just remembers the good thing. Jake's superintendent tells us he has the most friends of any man in town. Does this give you any ideas for your outside discussion of school affairs?

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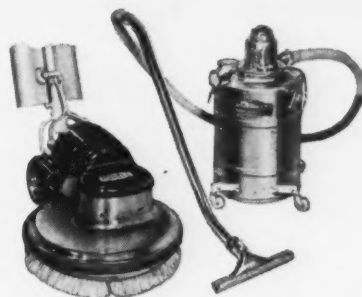
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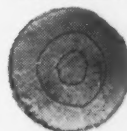
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NEWS IN REVIEW

Qualities of Good Administrator Described . . . John L. Bracken Elected President of A.A.S.A. . . . Congressmen Propose Bills to Carry Out Truman Education Program . . . Programs for A.A.S.A. Conferences Planned . . . Building Shortage Is Still Problem

Document Describes Qualities of Good Administrator

WASHINGTON, D.C.—The characteristics of a good school administrator are analyzed and described in the first publication of the National Conference of Professors of Educational Administration.

The document is entitled "Educational Leaders: Their Function and Preparation." Among its features is a check list for self-appraisal of educational leaders.

The publication says that the schools of the nation *could* become the principal agency for improving American life. The key to the improvement of schools lies in the improvement of educational leaders.

Three ideals are fundamental to educational leadership, the document says. "The first declares the dignity and worth of the individual. Man is placed first; things are subjugated to the welfare of man. Merit, real or potential, is ascribed to every individual. Because every person has merit, each person becomes responsible for the development of all other persons. . . .

"The second ideal places reliance upon the method of intelligence. This ideal conceives that man's problems can be solved through his own intellectual efforts. It does not seek to minimize the importance of emotional drives and habits in man's life; it does emphasize the importance of intelligent utilization of his drives and habits. . . .

"The third ideal places reliance on the cooperative use of intelligence in the solution of problems common to the group. This ideal introduces the element of cooperative action . . . which will bring the individual intelligence of each member of the group to bear most fully and appropriately in the solution of a common problem."

John Lund, U.S. Office of Education

specialist, who is secretary for the conference planning committee, said that the publication will be available from Daniel R. Davies, Teachers College, Columbia University, New York 16. The price is \$1.

John L. Bracken Named A.A.S.A. President

WASHINGTON, D.C.—John L. Bracken, superintendent at Clayton, Mo., has been elected 1949 president of the American Association of School Administrators.

Supt. Bracken was a member of the A.A.S.A. executive committee from 1943



to 1947; chairman of the 1942 Yearbook Commission, which prepared "Health in Schools," and a member of the advisory council from 1937 to 1941.

The new A.A.S.A. president began his career in education as a teacher in a rural school at Barnard, Kan. He later was principal at Hollister, Ida.; superintendent at Filer, Ida., and principal of elementary and evening schools at Duluth, Minn. Since 1923 he has been superintendent at Clayton.

Supt. Bracken received his A.B. degree from College of Emporia, Emporia,

Kan., and his A.M. from the University of Chicago.

Present Bills to Carry Out Truman Program for Education

WASHINGTON, D.C.—Bills to carry out specific proposals of the "Truman Program" for education began to pour into Congressional hoppers a few hours after the President concluded his State of the Union message on January 5.

As this issue of *The NATION'S SCHOOLS* goes to press, Capitol Hill clerks are still classifying and numbering the legislative proposals for a new, Truman deal in education.

The Chief Executive's basic philosophy is that poverty is "just as wasteful and just as unnecessary as preventable disease." Therefore, he said, wealth should be created for the benefit of all.

To achieve improvement in opportunities for all citizens, Mr. Truman proposed:

Federal Aid to Education. "Millions of our children are not receiving a good education. Millions of them are in overcrowded, obsolete buildings. We are short of teachers, because teachers' salaries are too low to attract new teachers or to hold the ones we have. All these school problems will become much more acute as a result of the tremendous increase in the enrollment in our elementary schools in the next few years. I cannot repeat too strongly my desire for prompt federal financial aid to the states to help them operate and maintain their school systems."

Social Security Coverage (including educational workers). "We should expand our social security program, both as to size of benefits and extent of coverage, against the economic hazards resulting from unemployment, old age, sickness and disability."

Health. "We need—and we must have without further delay—a system of

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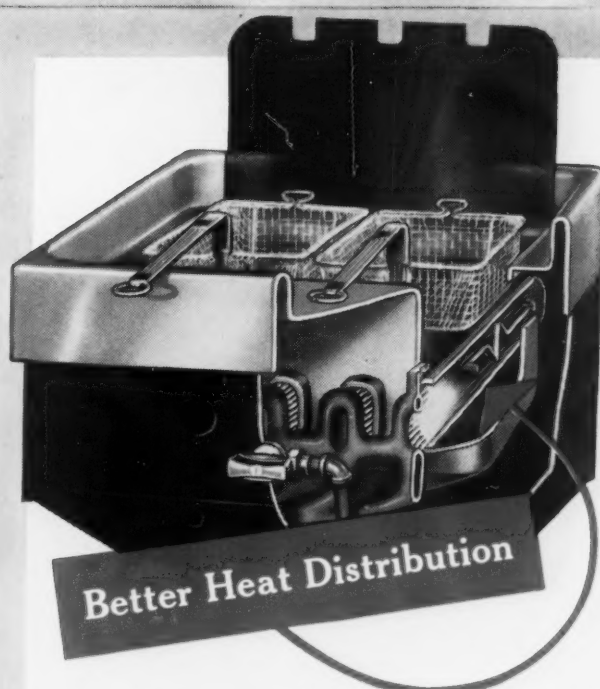
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NEWS...

prepaid medical insurance which will enable every American to afford good medical care."

Rural Life. "Standards of living on the farm should be just as good as anywhere else. . . . In considering legislation relating to housing, education, health and social security, special attention should be given to rural problems."

Tideland Oil (frequently proposed as a source of revenue for public education). "We must adopt a program for the planned use of the petroleum re-

serves under the sea, which are—and must remain—vested in the federal government."

Civil Rights. "We believe that no unfair prejudice or artificial distinction should bar any American from an education or from good health or from a job that he is capable of performing."

Department for Welfare. "The governmental agency which now administers the programs of health, education and social security should be given full departmental status."

Varied Programs for A.A.S.A. Regional Conferences

WASHINGTON, D.C.—A schoolhouse planning exhibit for the "school of tomorrow" will be featured at the San Francisco conference of the American Association of School Administrators February 20 to 23. The schoolhouse models, built by the California chapter of the American Institute of Architects, will be on display throughout the conference.

Speakers at the general sessions at San Francisco will include: Stewart G. Cole of Los Angeles, executive director of the Pacific Coast Council on Inter-Cultural Relations; Paul Rehms, superintendent, Portland, Ore.; Ellis Arnall, former governor of Georgia; Allison Davis, University of Chicago; Willard E. Goslin, A.A.S.A. president and superintendent at Pasadena, Calif.; H. B. Bruner, superintendent, Minneapolis, and Gill Robb Wilson, aviation editor of the New York *Herald-Tribune*.

At the St. Louis conference, February 27 to March 2, addresses will be given by Mabel Studebaker, president of the N.E.A.; James B. Conant, president of Harvard University; Ellis Arnall, Allison Davis, Willard E. Goslin, H. B. Bruner, and Gill Robb Wilson.

For the Philadelphia conference, March 27 to 30, general session speakers will include: Dr. Norman Vincent Peale, minister, Marble Collegiate Church, New York City; Gen. Dwight D. Eisenhower, president, Columbia University; Roy C. Larsen, president of *Time*, and L. G. Derthick, superintendent, Chattanooga, Tenn., who is now on a special assignment for the War Department in Germany. General session addresses at the Philadelphia conference also will be given by Allison Davis, Willard E. Goslin, H. B. Bruner, and Gill Robb Wilson.

The National Council of Chief State School Officers, the National Congress of Parents and Teachers, the N.E.A. Department of Rural Education, the N.E.A. Department of Elementary School Principals, and the N.E.A. National Commission on Safety Education are scheduling joint meetings with the A.A.S.A. at the three regional meetings. More than thirty discussion groups will be held at each regional conference.

The Associated Exhibitors are presenting their 1949 American Education Award to Mrs. Pearl A. Wanamaker, Washington state superintendent of public instruction. For the first time

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NEWS...

they are offering a scholarship for advanced study in school administration. Recipient will be Rayburn J. Fisher, superintendent, Anniston, Ala. The awards will be presented formally at each regional meeting. Mrs. Wanamaker will be at all three, Mr. Fisher at St. Louis and Philadelphia.

Name entertainers for evening programs again are being provided by the exhibitors: Sigmund Romburg and his concert orchestra at St. Louis and Philadelphia, giving two different programs;

at San Francisco, Ferde Grofé, composer and director of the Symphonic Ensemble, and also the Socony Male Chorus.

Substandard Certificates, Building Shortage, Still Problems

WASHINGTON, D.C.—Improvements have been made in the teaching profession during the last year, but there are still 100,000 elementary and high school teachers in this country on emergency substandard certificates, a nation-

wide survey conducted by the National Education Association has disclosed.

Almost without exception school systems reported they could not obtain a sufficient number of qualified elementary teachers and have had to employ teachers who do not meet the minimum standards established by their states. Frequently schools resort to overcrowding when they cannot acquire enough teachers, particularly in the lower grades.

One important factor in the elementary teacher shortage is the question of salary, the N.E.A. survey shows. In twenty-seven states high school teachers receive an average annual salary of \$500 more than teachers in the elementary schools. This differential has proved the incentive for teachers to get into the high school division.

In general, teachers' salaries have gone up during the last year, rising to \$2750 from the 1947 figure of \$2500. However, Willard E. Givens, N.E.A. executive secretary, pointed out that the higher salary is not real, since much of it has been absorbed by inflationary costs.

In nearly one-half of the states, the survey disclosed, there exists a "very large" building shortage on both elementary and secondary levels. This nationwide situation is termed "ominous," especially since it is expected to become much worse when increased enrollments crowd the schools still farther.

At least 1,500,000 children are deprived of a full year of schooling or are suffering from impaired educational opportunities as a direct result of the teacher shortage, the survey found. An additional 500,000 have less than full-time schooling because of a lack of adequate buildings.

Hence, some 2,000,000 pupils in our public schools today are not getting the kind of education that they should have in a democratic country, officials of the N.E.A. pointed out.

Ask \$25,000,000 First Year for Federal Scholarships

WASHINGTON, D.C.—"Our first and immediate aim in Congress this year is to see the enactment of a federal scholarship program."

So said Ralph McDonald, executive secretary of the department of higher education of the National Education Association.

Mr. McDonald said that preliminary conferences with leaders of Congress and of the Truman Administration be-



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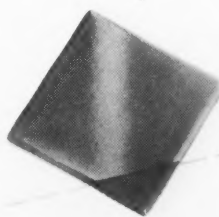
When you have the distinctive beauty of tile walls at entrances to your school, the impression is immediately one of cleanliness and efficiency. When the tile is Armstrong's Veos Wall Tile, this impression lasts for the life of the building. For Veos tile is porcelain on steel, a combination of beauty and strength that withstands a lifetime of hard wear — free of cracking, crazing, fading, or warping. It's ideal, too, for washrooms, locker rooms, kitchens, and cafeterias. And there's no cleaning problem with Veos. Its smooth porcelain finish stays clean with little more than an occasional wiping with a damp cloth.

Only Armstrong's Veos Wall Tile has a genuine porcelain finish fused to a base of tempered steel. This unusual construction eliminates cracking or crazing of the tile. Even under severe temperature conditions the porcelain finish and the steel base expand or contract at the same rate, so there can be no strains.

Veos is installed quickly and economically. Tiles are mounted, one by one, on a conveniently grooved fiber-

board base, which assures perfect tile alignment. And Veos tile weighs so little — less than one-third as much as clay-bodied tile — that costly structural reinforcement of walls is unnecessary.

There are ten attractive Veos colors and a variety of shapes and sizes, affording countless design possibilities. Get full details from your local Veos contractor or write Armstrong Cork Company, Building Materials Division, 3702 Frederick Street, Lancaster, Penna.



Millions of tiny, glass-like particles melted together form the lustrous porcelain finish of Armstrong's Veos Wall Tile.

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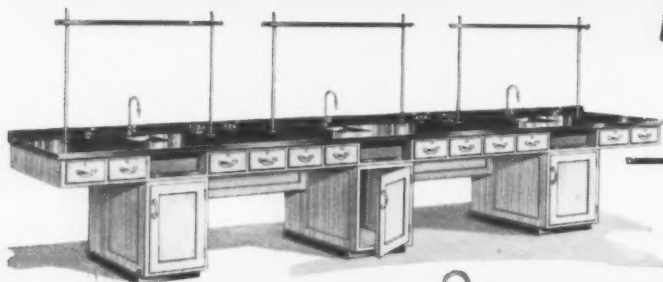
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NEWS...

gan early in November. At these conferences it was decided that the federal scholarship bill would be introduced under bipartisan sponsorship.

"We have already agreed upon several fundamental principles," Mr. McDonald said. "The scholarship program must involve no possibility of federal control or pressure upon higher education, either upon the institution or upon the student. It must be administered at the state level by a committee or an agency that is nonpolitical and arises from the educational and civic interests within the state.

"Scholarships must go only to the highest one-fourth or one-third of high school graduates. The student must be free to choose any accredited institution, public or private, and elect his own field of study. The stipend must be at least \$400 or \$500. The student must be free to use the money for tuition, board, lodging or for any other expense of getting a higher education. The formula for distributing the federal grants to the states must provide safeguards against discrimination in scholarship awards because of race, creed, sex or place of birth."

The bill will probably ask for \$25,000,000 for the first year. After the principle of federal scholarships is established by law, this sum would be raised in the near future, Mr. McDonald said.

Rockefeller Grant for Study of Modern Russian

DETROIT. — Wayne University has received a Rockefeller Foundation grant of \$2150 for a preliminary study of modern Russian.

The study will be directed by Harry Josselson, assistant professor of Russian. The Rockefeller grant will finance research to determine the word frequency in the Russian language. It is hoped the data can be used to improve present teaching methods.

In the study, comparison will be made between word frequencies of a 100,000 word count and a previous study of some 50,000 words.

To Study In-Service Growth

WASHINGTON, D.C.—The in-service growth of teachers will be studied at a national conference to be held at the University of New Hampshire, Durham, June 29 to July 2. The conference will be sponsored by the N.E.A. National Commission on Teacher Education and Professional Standards.



Typical classroom of St. Theresa's School, showing broad distribution of daylight and reduced brightness contrasts through the use of Insulux fenestration. Light rays are directed upward to ceiling, are reflected for best distribution.



St. Theresa's Catholic School, Houston, Texas. Architects: Coleman and Rolfe, Houston. Use of Insulux Prismatic Glass Block

plus shaded window sections for visibility and ventilation means better daylighting for classrooms inside.

It pays to plan the daylighting, too!

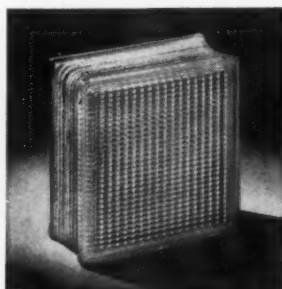
DESKS, blackboards, drinking fountains—you'd never overlook *them* when planning a school building. But how about classroom daylighting? It, too, is important.

Daylighting got prime consideration when the St. Theresa School was built at Houston, Texas. A *planned* fenestration system built around Insulux Glass Block (No. 351, Prismatic Type) assures this modern school superior daylighting.

Insulux Glass Block actually puts daylight where it is needed most—in the otherwise dark corners of the classroom. Insulux *bends* light rays, transmitting them upward to ceiling. Light is reflected from surface of ceiling and spread evenly on the desks below.

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NEWS...

New York Pupils Want Comic Books Improved

NEW YORK.—Comic books can be either "good" or "bad," and all publications should not be criticized because of the faults of a few, in the opinion of 700 eighth and ninth grade pupils who participated in an open forum on "Youth Looks at Comic Books." The forum was sponsored by a New York junior high school.

The children said that comic books should not be banned but improved.

This, they agreed, could be achieved by a joint committee composed of educators and religious and civic leaders that would oversee all editorial activities.

Asserting that comic books are "literature put into picture form," a panel of six pupils admitted that some publications might exert an adverse influence on young persons. Crime comics were particularly deplored, although it was pointed out that the criminals are always caught, "so crime doesn't pay."

Some comic books prove beneficial to

readers, the panel pointed out. It singled out for commendation comics that portray classic literature, Bible passages, and true stories.

Answering the charge that comics contribute to crime, a pupil said that juvenile delinquency was prevalent even before the invention of the printing press. Environment, not the comics, induces crime, the pupils agreed.

Union Launches Campaign "to Counteract" Propaganda

NEW YORK.—An intensive effort to sell the union point of view in the nation's schools has been launched by the United Electrical, Radio and Machine Workers of America, a C.I.O. union.

From its national headquarters here the union has mailed out to teachers and pupils around the nation specially prepared pamphlet kits that describe the organization and its activities.

Called unprecedented in the labor movement, the campaign is designed to counteract what U.E. officials call undue "business propaganda" in the schools. Union representatives say the campaign began after their headquarters received numerous letters from pupils and teachers complaining that plenty of information had been supplied them by industrial concerns but little material was available that expressed the labor view.

Hundreds of kits have been mailed out on requests from schools all over the nation, according to union officials. The main U.E. target is nonmetropolitan schools in areas generally less friendly to unions than is New York, a strong union town in which all shades of opinion are circulated.

Included in the kits is a special circular to teachers which offers to lend without charge three promotional motion pictures prepared by the union.

N.A.M. Urges Businessmen to Give Leadership in Education

WASHINGTON, D.C. — "Manufacturers have a sincere desire to see established and maintained an educational system which meets the varying and changing needs of the individual and of society and which should be consistent with the American way of life," the National Association of Manufacturers said in a resolution passed at the 53d Congress of American Industry.

The greatest contribution to the achievement of this goal, the resolution said, will be made:



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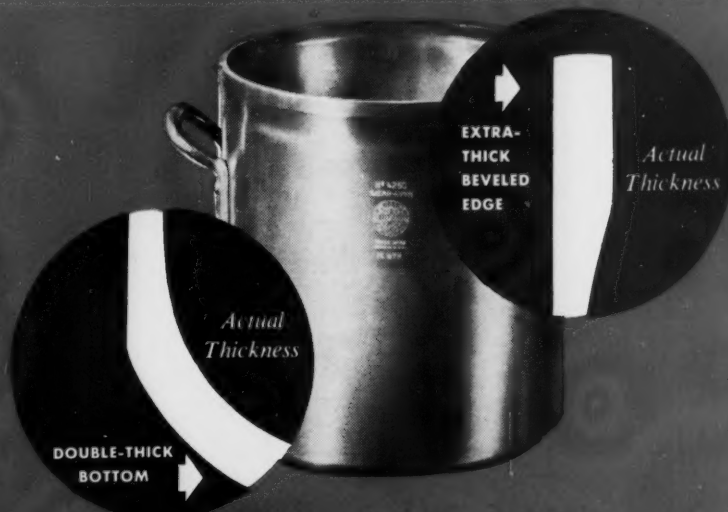
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"2. When the educational units are administered at, or as closely as possible to, the local level.

"3. When the individual unit at the community level is free to develop a program in accordance with its purpose and when it is held accountable to the people for its stewardship. . . .

"4. When individuals, local and state

governments, and every business element of our economy fulfill their responsibility by providing adequate support for the whole educational program.

"5. When individual businessmen take the responsibility in their own community for careful study and cooperation in connection with the courses of study, the adequacy of school facilities, and the compensation of teachers.

"The 53d Congress of American Industry accordingly . . . calls upon all employers to initiate and promote closer

ties between industry and education in their own communities, to give active leadership and personal support to the maintenance of adequate educational facilities and the compensation of teachers on a basis which is consistent with their professional stature."

The N.A.M. has long opposed federal aid to education. The 1948 resolution omits the word "federal" in the list of elements which should come to the support of public education.

A.F.L. Calls for Restudy of Vocational Education

WASHINGTON, D.C.—The American Federation of Labor is unhappy about the vocational education programs that many public schools provide.

The powerful labor organization wants less emphasis on terminal trade training and more on general education.

Labor spokesmen in Washington say they will seek action on the resolution passed at the last A.F.L. convention which called for a "restudy of vocational education for the times in which we now live."

The resolution asked the U.S. Office of Education to investigate those public vocational schools "which are being developed in some cities to produce cheap skilled and semiskilled labor for certain industries. . . ."

"The vocational school should give to the student a well rounded education for his complete life rather than develop mere tools for industry out of human beings," the A.F.L. executive council said last month.

The council wants the Federal Vocational Education Division to carry on pilot studies to determine how larger doses of citizenship, economics, history and counseling may be provided for vocational students.

Wholesale Production of "Teaching Aids"

WASHINGTON, D.C.—Teaching aids sponsored by business and industry will increase in number and variety during the coming year, if the 1948 level of profits continues.

So predicted a spokesman for the Association of American Railroads which analyzed "certain factors of business-sponsored teaching materials."

The study reveals that the nation's 100 largest corporations plan to increase production of booklets, charts, maps, posters, comics, teachers' manuals, and exhibits for classroom use. Smaller com-



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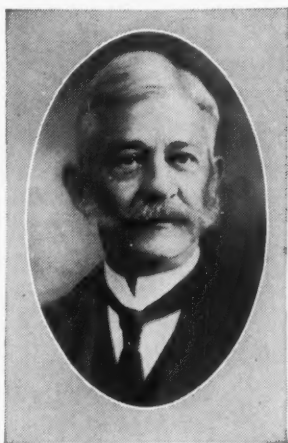
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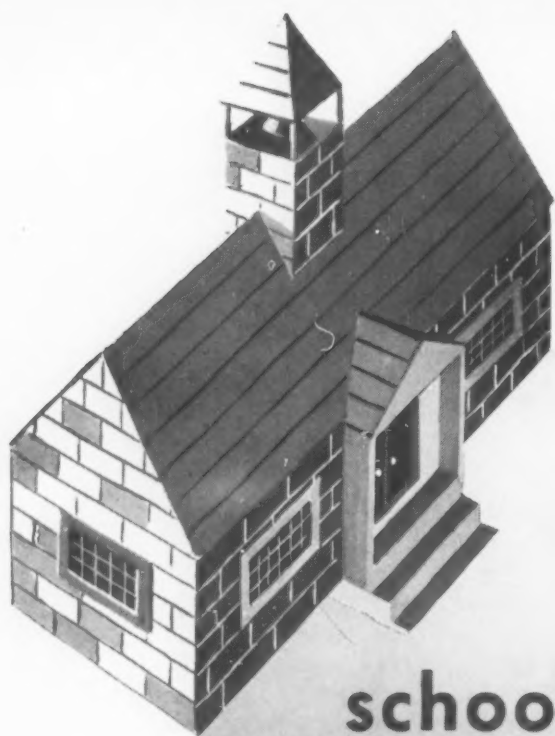
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NEWS...

panies show an inclination to go into the field on a larger scale than ever before.

Although exact figures are not available, the association study estimates that between 2000 and 3000 companies—small and large—produced one or more teaching items for schools during the last year.

New York Schools Study Change in Book Policy

NEW YORK.—Public school policies affecting choice of books and films for classrooms and libraries are being studied by New York City school officials, librarians and teachers.

Under the present system each potential text and library item is listed and thus authorized by the central school authorities headed by two sets of officials, the board of superintendents, and the board of education.

Then the principal, teachers and librarians at each school decide what is to be purchased from the centrally authorized lists.

Some officials estimated that more than 1000 potential library books and several hundred textbook entries are read each year. To do the reading job the board of superintendents has created a committee of members and a whole series of book reviewing committees.

The reviewers are school people, including teachers and heads of departments. They are suggested by their colleagues and are appointed by the superintendents.

Reviewers write on index cards the reasons they regard each book as desirable or undesirable. These recommendations are sent to the superintendents. They pass on the recommendations and may reject a book the readers have passed.

The superintendents list the books and send the list to the board of education, which approves the list and publishes it. It takes at least eighteen months for a book to get through this machinery.

A committee of the New York City School Librarians' Association is considering recommending that librarians be encouraged to make more use of their professional training and judgment in selecting books. It also may suggest that the authorities allow the schools to purchase books from "standard lists," such as those of the state and national library associations.

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Suggests Classroom Uses for Surplus Government Property

WASHINGTON, D.C.—Surplus property from government sources can be used in many ingenious ways in science, industrial arts, and vocational training if a school-and-industry committee devotes time to exploring the problem, an Office of Education specialist believes.

Dr. Willis C. Brown suggests that school administrators "will be richly repaid" if they set up a committee on

utilization of surplus property. Teachers, local engineers, and industry representatives should be invited to serve, Mr. Brown says.

Reports to the Office of Education show that where such committees have thought through the question of adapting surplus property for classroom use, "vitality and realism have been added to science and industrial arts instruction."

Dr. Brown will send school executives and teachers a brief bibliography of arti-

cles describing interesting uses of surplus materials. Requests should be addressed to the Secondary Education Division, U.S. Office of Education, Washington 25, D.C.

Government Record Keeping Often Wasteful

WASHINGTON, D.C.—There is usually a better and cheaper way to handle the records of any institution, a Hoover Commission task force said last month.

The Hoover Commission group studied federal record-keeping functions for several months. Recommendations, applying to institutions other than those of government, follow:

1. While record making and keeping are indispensable tools of operation, they also are the greatest consumers of salaries, space and equipment among administrative or housekeeping functions.

2. When noncurrent records are filed in costly office space, a single four-drawer filing cabinet may cost as much as \$29 a year to maintain. This can be cut to \$2.15 a year by moving the contents to cardboard cartons on steel stacks and centralizing their storage in low-rental structures.

3. The study confirms for the first time that more than 50 per cent of the total records of the average organization, government or business, can be eliminated from office and plant equipment and space. This can be done primarily by (1) eliminating useless or duplicated records and (2) transferring others to storage.

Streamlining correspondence through the use of form letters, pattern letters, and fewer copies was suggested by the task force as a way to eliminate duplication and to lessen record keeping in the office.


A.A.C.T.E. Will Meet in St. Louis February 24 to 26

WASHINGTON, D.C.—The American Association of Colleges for Teacher Education will consider recommendations of its newly appointed committee on problems and plans when the association meets in St. Louis February 24 to 26.

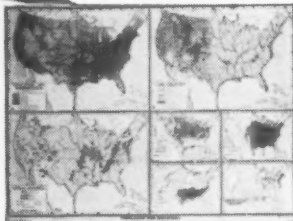
The committee, which met in Washington December 28 and 29, unanimously recommended that the association continue to accredit teacher preparing institutions, utilizing as a background the twenty years of experience in this field passed on to it by the

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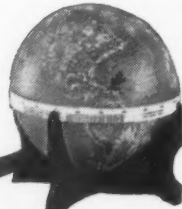
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NEWS...

former American Association of Teachers Colleges.

It also voted to invite advice and cooperation from other sources, including classroom teachers, school administrators, presidents of liberal arts colleges, presidents of universities, and certain related professional associations.

The committee was appointed to study association problems intensively and to formulate long-term plans for recommendation to the A.A.C.T.E. executive committee.

Rules Change Makes Federal Aid Likelier

WASHINGTON, D.C.—Stripping the House rules committee of its powers, achieved on the first day of the 81st Congress, is good news for supporters of federal aid to education.

For more than a decade, the rules committee has refused to permit federal aid to education and other school measures to reach the House floor for consideration. A coalition of Southern Democrats and "conservative" Repub-

licans was in position to bottle up nearly any measure it opposed.

New rules adopted by the House on January 3 provide that if the rules committee refuses to give a bill the right of way, the chairman of the committee originating the bill can ask, after twenty-one days, that the measure go to the floor for debate. It would then be up to the House itself to vote whether to bring the bill up for consideration.

"If Congress had had such a rule last year," said one supporter of federal aid, "the measure could have been law in 1948."

Television Network Program for Elementary Schools

WASHINGTON, D.C.—The first major television network program for pre-high school pupils will be launched this month, the National Education Association and the National Broadcasting System announced.

The series, known as Stop, Look and Learn, will be seen Mondays through Fridays at 5 p.m. (E.S.T.). A television network extending from Boston to St. Louis, and including more than thirty major cities, will carry the series.

New York, Philadelphia and Baltimore boards of education are cooperating with the two national organizations in launching the project.

Programs will include plays based on children's literature; stories on geography and exploration; a series on village, city, county, state and federal governments; highlights from developments in chemistry, physics, biology and astronomy, and folk music from this and other countries.

Conference on U.N. Planned

NEW YORK. — A conference on the United Nations will be held February 16 to 18 in connection with the annual meeting here of the Association for Supervision and Curriculum Development.

The School of Education of New York University is planning the conference in cooperation with the department of public information of U.N., UNESCO and A.S.C.D.

One day during the conference will be spent at the U.N. headquarters at Lake Success. Another day will be spent at the Washington Square Center of New York University, where meetings will be held to discuss educational practices relating to the United Nations and to the development of a world society.

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* Webster's Dictionary definition of the word "Bonus"—"Something given in addition to what is usual or strictly due."

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NEWS...

Nebraska Education Association to Hire Public Relations Man

LINCOLN, NEB. — Publication of the *Nebraska Educational Journal* will be suspended so that a full-time public relations staff member can be hired, the Nebraska State Education Association delegate assembly decided.

This move was recommended by the committee on public relations headed by Dr. Leroy T. Laase, chairman of the University of Nebraska Department of Speech. Dr. Laase told the assembly

that because the legislature will meet soon, hiring of a full-time public relations staff member should not be postponed farther.

He explained that the budget would not allow publication of both the *Educational Journal* and the weekly newspaper, *Education News*, and the employment of a public relations man.

Dr. Laase said the committee felt that a public relations man could make contacts in the field with organizations and groups of citizens interested in bet-

ter education. He also could be editor of publications of the association, including pamphlets for the dissemination of information and promotion of such important legislative problems as school district reorganization, adequate state support, and improved retirement legislation.

Foundation to Help Educate Refugee Children

NEW YORK.—Establishment of the Carl Wallach Foundation to finance the education of refugee children has been announced by Eduard Wallach, president of the foundation.

The organization, formed a year ago, has been operating six months and has sponsored wholly or in part the college education of twenty-four boys and girls. Mr. Wallach declared that it planned to help hundreds of others.

The foundation is financed privately and does not solicit funds from outside sources. It does not require students to make repayments but hopes for such from those who become successful through its aid.

Youths who were orphaned by the Nazis and children of refugee parents who otherwise would be deprived of secondary or higher education are eligible for aid from the foundation. Applicants must show exceptional scholastic abilities.

The students are allowed to choose courses of study. The scholarships cover full living expenses, when needed, as well as tuition fees.

Teachers May Attend Institute on United Nations

SOUTH HADLEY, MASS. — Teachers in secondary and normal schools are among those eligible to attend the second session of the Mount Holyoke College Institute on the United Nations here June 26 through July 23.

Those attending the institute will have an opportunity for study and discussion in small groups with United Nations leaders, officials of the United States and foreign governments, and other specialists in international affairs. The institute is open to men and women able to make a direct contribution to international understanding in their communities. A limited number of scholarships is available.

Further information may be obtained from Mary J. Levy, executive secretary, Mount Holyoke College Institute on the United Nations, South Hadley, Mass.



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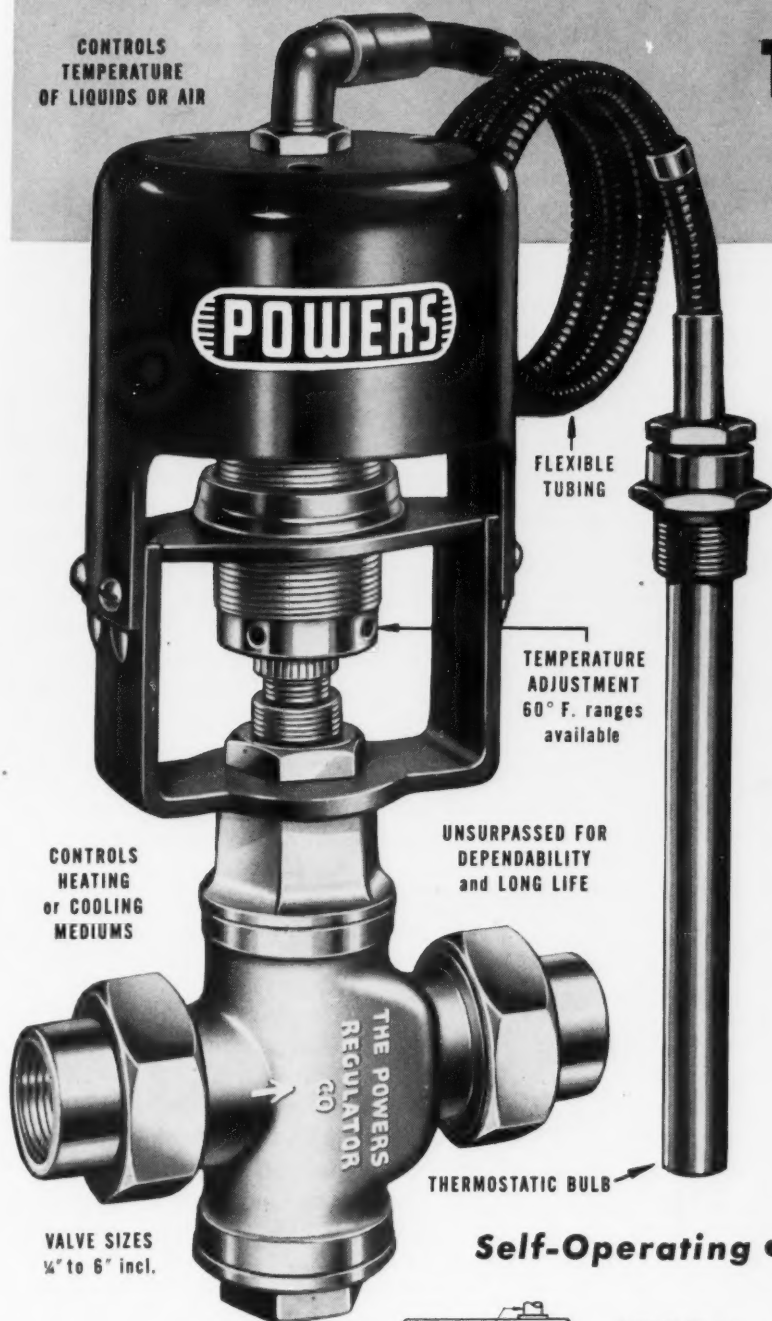
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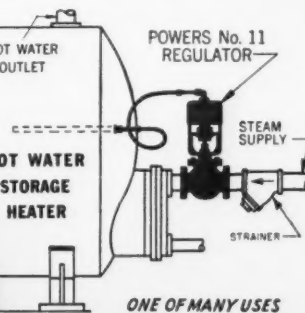
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NEWS...

Advisory Committee on Education of Negroes Revived

WASHINGTON, D.C. — The National Advisory Committee on the Education of Negroes has been revived upon the recommendation of Rall I. Grigsby, acting commissioner of education.

The committee again will be headed by Dr. Ambrose Caliver, Office of Education specialist for higher education of Negroes.

The committee was organized in 1930 to advise the Office of Education on

special problems of Negroes, to interpret needs of Negroes to the Office, and to communicate Office of Education plans and programs to persons especially concerned with Negro education.

Mr. Grigsby pointed out that revival of the committee, with interracial personnel, was deemed advisable "in the light of increased interest in educational opportunities and activities for Negroes throughout the United States."

Twenty-six leaders in education form the committee's membership. Most of

them were nominated by officers of major educational associations. Membership will be on a rotating plan, about one-third of the personnel retiring each year in favor of newly appointed members.

School Housing Shortage Widespread and Serious

WASHINGTON, D.C.—A shortage of proper school housing in city school systems is widespread and serious, according to a study on school housing needs published by the research division of the National Education Association.

"A fifth of the buildings in use are fifty years old or more—2 per cent of them eighty years old," the report said. "More than half the nation's cities, if the data of this study are typical, have some schools that are overcrowded—accommodating, on the average, about 30 per cent more pupils than these buildings were intended to serve."

"One city in ten has such limited facilities that at least part of the pupils have only half-day sessions, an arrangement that strikes especially hard in first and second grades but, in the various school systems, reaches all grades and all levels. Moreover, if present trends continue, it is predicted that the number of cities having to resort to half-day sessions is likely to double during the next three years. In this case well over twice the present number of pupils are likely to be affected."

N.E.A. Produces Film Showing Tour of Mexico

WASHINGTON, D.C.—A sound motion picture film in color which depicts a tour of Mexico is being produced by the National Education Association.

Designed to inform administrators and teachers about the principal characteristics of the N.E.A. travel program, the film shows a 1948 tour which included teachers from twenty states, Hawaii and Great Britain.

Boy Scouts Celebrate Birthday

NEW YORK.—The Boy Scouts of America will celebrate the organization's thirty-ninth birthday February 6 to 12. Theme for the week will be "Adventure—That's Scouting."

The Committee on Scouting in the Schools has prepared a list of suggested activities for elementary, junior and senior high schools. It may be obtained from the committee at 2 Park Avenue, New York 16.



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If you've ever wondered where the day goes, consider this: how much of it must you spend looking out for incidents that should run unattended? For instance: many program systems have a knack for getting class changes into knots that can take entirely too much of your time to untie.

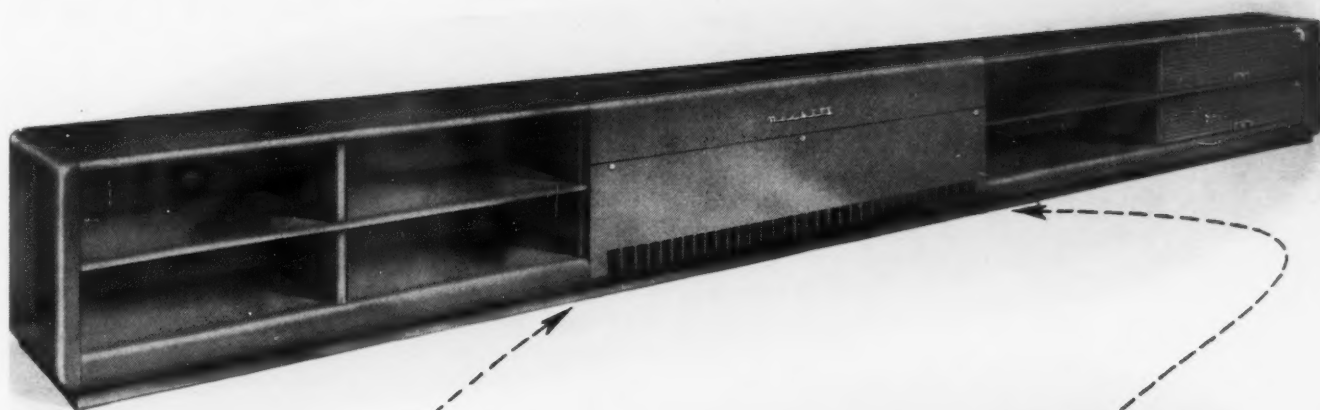
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NEWS...

Southern Governors Adopt Regional Plans

SAVANNAH, GA. — Governors and educators from fourteen Southern States recently adopted the nation's first regional education program. Under the program the states would contribute to meet the entire South's top needs in college education.

The initial program would be restricted to medical, dental and veterinary training, with emphasis on more and better education for Negroes under

the South's traditional pattern of racial segregation.

The complex formula, completed after more than a year of consideration, goes to the state legislatures with the sanction of the Southern Governor's Conference, which met concurrently with the Southern Regional Council of Education.

If the legislatures agree to put up a recommended \$1,736,000 for the first two years, the plan will begin operating next fall. The cost would total \$2,434,-

000 a year when regional operations hit full pace after four years.

Several governors said they kept in mind a Supreme Court ruling demanding equal education opportunity for Negroes.

Edpress Plans Programs for All A.A.S.A. Regions

CHICAGO.—One-day programs will be sponsored by the Educational Press Association during all three of the A.A.S.A. regional conferences. In San Francisco, the meeting will be Monday, February 21; in St. Louis, Tuesday, March 1, and in Philadelphia, Tuesday, March 29. Luncheon programs have been planned for all three meetings. Press conferences and other sessions also are being arranged.

Chairmen of the program committees for the respective regions are: San Francisco, Frank W. Parr, director of research, California Teachers Association; St. Louis, C. O. Wright, executive secretary, Kansas State Teachers Association, and Philadelphia, Lyle W. Ashby, assistant secretary for professional relations, National Education Association.

Need More Teamwork in Military Education

WASHINGTON, D.C.—There will be no "West Point of the Air" in the near future if the Hoover Commission's suggestions prevail on Congress.

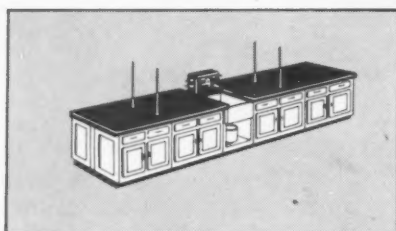
A task force of the Hoover Commission concerned with national security urged that decision to establish an air academy should be postponed until the entire field of education of military officers is thoroughly studied.

"The education of officers," the Hoover Commission task force said, "should be more definitely aimed at instilling a greater sense of mutual interdependence." The commission, therefore, will propose the establishment of a military education and training board to give attention to policies for joint training of military personnel.

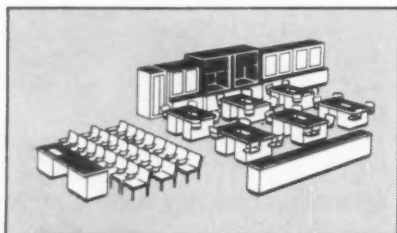
College Credit for Tours

WASHINGTON, D.C.—Four colleges and universities, located in different sections of the country, will grant college credit to teachers for participating in tours sponsored by the National Education Association.

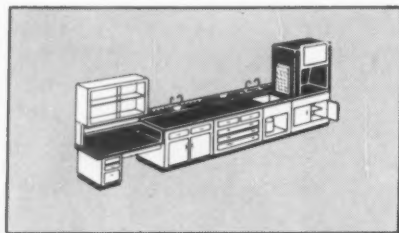
The N.E.A. reports granting of college credit for travel will increase during the coming years. Last year only one institution granted such credit.



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In secondary school laboratories — usually less formal than college departments — more than one science may be taught in the same room. Quite frequently a High School Chemistry and Physics department (illustrated) are combined and provided with lecture and demonstration space.

Research Laboratories and Preparation rooms must be planned for college work. These rooms may also be included in High School planning. The wall table, desk and hood combination (illustrated) is an excellent unit for these rooms.

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Acousti-Celotex* brings *quiet* . . . eases nerves . . . aids thought for both pupil and teacher.

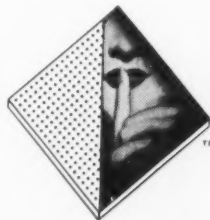
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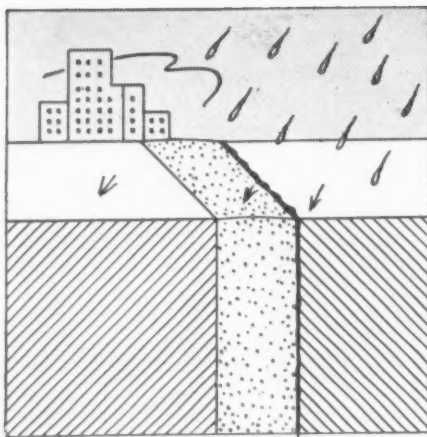


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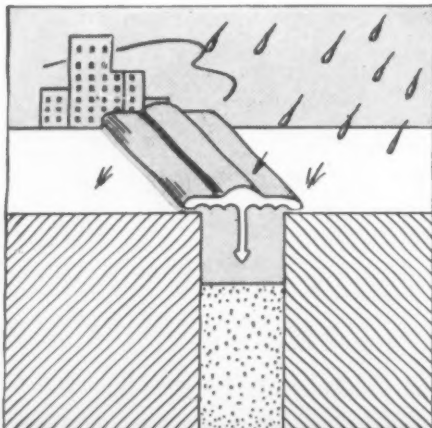


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NEWS...

New York Plans More Schools for Cerebral Palsied

NEW YORK.—An experimental public school for children afflicted by cerebral palsy has proved such a success that New York City will open four more such schools next year, according to Maximilian Moss, vice president of the board of education.

Cerebral palsy victims lose bodily coordination but usually not mental capacity. The disorder results from brain injury before or during birth or from severe illness.

The children's potentialities, Mr. Moss said, are "so great that it is a social crime to neglect them."

At the special school opened in November children are treated and taught simultaneously. They get the attention of a team consisting of a teacher, a doctor, a therapist and a parent.

The school is a three-way venture, with funds provided by private philanthropy as well as by the state and the city. Twenty-five children attend. The four new classes would accommodate 100.

Foundation Increases Grants to Develop Social Sciences

NEW YORK. — The Carnegie Corporation of New York made grants amounting to \$3,421,000 in the fields of social science and world affairs during the fiscal year which ended September 30, according to the corporation's 37th annual report.

The report states that 73 per cent of the funds voted during the last year involved the "utilization or development of the social sciences." The previous year 28 per cent of the funds were granted in the field of the social sciences.

This year 64 per cent of the grants, including many for social science projects, were designed to "bridge the gap between the universities and the world of affairs." In 1945-46 only 5 per cent of the grants were for this purpose.

Tuition Rates Raised

ELIZABETH, N.J.—Increases in tuition rates for nonresident students in Elizabeth's public schools will become effective in September 1949, according to a board of education announcement. A 200 per cent increase, from \$250 to \$750, will be made for out-of-town students enrolled in special classes, including those for the physically handicapped and ungraded classes.



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Highest Sanitation...

Crane provides extra health safeguards to protect your students. Drinking fountains are designed to prevent any possible contamination. Shown: the C-9268 Corridor Fountain.



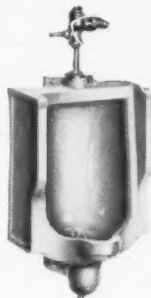
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To renew one of these Dial-eze faucets, you merely slip out the old cartridge unit, slip in the new. One unit fits all Crane faucets. Shown: the 1-135 Oxford Lavatory.



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It is easy with wall-mounted toilets like this one. Once over with a damp cloth, and Crane school fixtures shine like new. Shown: the 3-468 Lowall Closet.



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NEWS...

Education Surveyed for Emergency Mobilization

WASHINGTON, D.C.—The National Security Resources Board has taken first steps toward possible mobilization of education in case of an emergency.

The board asked the U.S. Labor Department to survey the number of apprentices now in training for skilled occupations. The facts will be used as a basis for possible expansion of apprentice programs in case of war.

The U.S. Office of Education was asked to survey the physical equipment

in vocational schools now available for training workers in skilled trades, farm machinery repair, and food processing.

"We are also giving consideration to the kinds of educational programs for citizenship, public affairs, and civilian morale which might be needed in case of war," said the board's specialist in education and training, A. L. Raffa.

Labor Department opinion stresses that the number of apprentices is dangerously low, for both wartime and peacetime purposes. "We need a million apprentices in registered programs and

we have only 350,000," said one Labor Department official. "And nearly half the apprentices are preparing for construction and wood occupations."

The public vocational training equipment situation is better. Officials believe the survey will show that the public trade schools are in "good shape" to begin large-scale training programs when asked to do so by the National Security Resources Board.

Both surveys are to be completed within a year.

Ground Broken for Two More New York Schools

NEW YORK.—Ground was broken December 23 for the twenty-sixth and the twenty-seventh of the fifty schools New York's Mayor William O'Dwyer promised three years ago his administration would give the city.

The schools, which will cost more than \$6,000,000, are the Booker T. Washington Junior High School (Public School 54) and Public School 93. They will house, respectively, 1518 and 1310 pupils.

At a ceremony which preceded the ground-breakings, Anthony Campagna, member of the board of education and chairman of its committee on building and sites, said that twenty-four or twenty-five more schools might be started by the end of 1949, under the \$110,000,000 school building program, and that fifty-two schools might be built under the O'Dwyer administration.

Questionnaire to Graduates

URBANA, ILL.—The University of Illinois College of Education has sent a fifteen-page printed questionnaire asking for a frank estimate of its program to nearly 2000 persons who received master's and doctor's degrees in education from Illinois during the last ten years. The information will be used in the revision of the college's curriculum.

The questionnaire asks about the graduate's own experience, his opinion of the graduate program of the college, what he considers the best and poorest courses, and his suggestions.

Christmas Present

HASTINGS, ENGLAND.—The boys and girls in the high school at Hastings on Hudson, N.Y., sent 6000 chocolate bars, one for every child, as a Christmas present to the school children here.



"They'll give you
twice the wear"



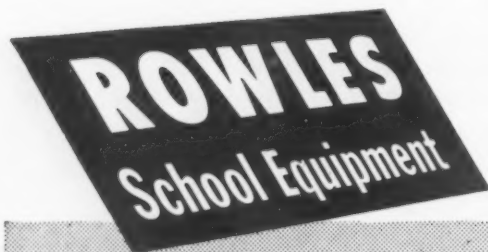
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COMING EVENTS

FEBRUARY

13-16. Association for Supervision and Curriculum Development, New York City.

14-17. National School Service Institute, Chicago.

20-23. American Association of School Administrators regional conference, San Francisco.

20-23. N.E.A. Department of Elementary School Principals regional conference, San Francisco.

21. American Educational Research Association regional meeting, San Francisco.

21-22. National Council on Teacher Retirement, San Francisco.

23-26. American Association of Junior Colleges, San Francisco.

24-26. American Association of Colleges for Teacher Education, St. Louis.

26-March 2. National Association of Secondary-School Principals, Chicago.

27-March 2. A.A.S.A. regional conference, St. Louis.

27-March 2. N.E.A. Department of Elementary School Principals regional conference, St. Louis.

Meeting dates for national and regional programs

28-March 1. American Educational Research Association regional meeting, St. Louis.

28-March 2. Department of Rural Education, N.E.A., St. Louis.

MARCH

27-30. A.A.S.A. regional conference, Philadelphia.

27-30. N.E.A. Department of Elementary School Principals regional conference, Philadelphia.

28. American Educational Research Association regional meeting, Philadelphia.

29-April 1. International Lighting Exposition and Conference, Chicago.

31-April 2. Midwest Conference on Rural Life and Education, University of Nebraska, Lincoln.

APRIL

4-7. National Conference on Higher Education, Chicago.

13-16. Eastern Business Teachers Association, Hotel New Yorker, New York City.

17-22. Joint meeting, American Association for Health, Physical Education and Recreation, and Eastern District Association for Health, Physical Education and Recreation, Boston.

18-22. Association for Childhood Education study conference, Salt Lake City.

19-22. Convention of American Association of Health, Physical Education and Recreation, Boston.

MAY

12-14. American Industrial Arts Association, St. Louis.

15-18. Fourth National Conference on Citizenship, New York City.

JUNE

20-22. National Conference of Student Councils, Cincinnati.

JULY

3-8. National Education Association, Boston.

3-8. Department of Administrative Women in Education, Boston.

3-8. N.E.A. Department of Elementary School Principals, Boston.

4-5. United Business Education Association, Boston.

11-22. Conference on Elementary Education, Department of Elementary School Principals, Boston.

25-Aug. 19. N.E.A. Institute of Organization Leadership, Washington, D.C.

OCTOBER

2-6. Association of School Business Officials, Boston.

10-12. County and Rural Area Superintendents, Memphis, Tenn.

13-15. American Conference of Teacher Examiners, Chicago.

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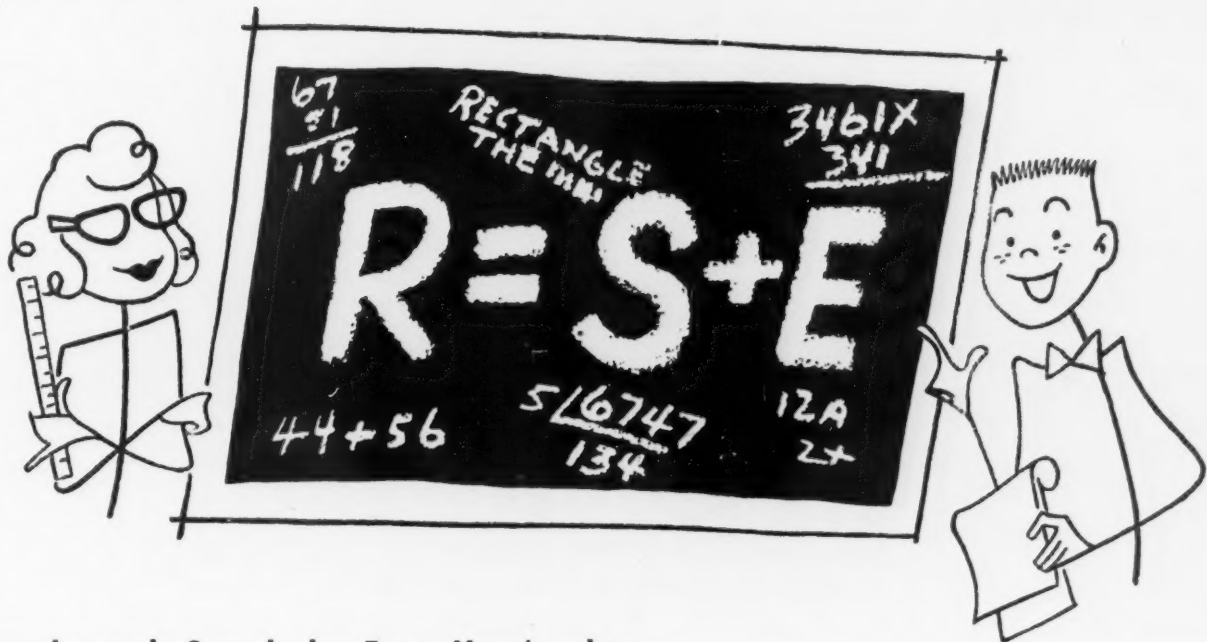
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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Personnel Policy Development. Bulletin No. 411, Michigan State Department of Public Instruction, Lansing 2. Lee M. Thurston, state superintendent. Pp. 29.

14 Questions on Elementary School Organization. By Effie G. Bathurst, Mary Dabney Davis, Jane Franseth, Hazel Gabbard, Helen K. Mackintosh and Don S. Patterson. Pamphlet No. 105, U.S. Office of Education. Pp. 27. U.S. Government Printing Office, Washington 25, D.C. 10 cents.

ANNUAL REPORT

Opportunities for the Handicapped. 1947-48 report of Supt. Claude V. Courter of Cincinnati. Third in a series of four reports intended to contribute to a better understanding of the meaning and importance of the total program of education in the Cincinnati public schools. Many illustrations. Pp. 41. Accompanied by thirty-four page statistical supplement.

How to Obtain and Screen Films for Community Use. By Cecile Starr. Outlines steps that must be taken in selecting, obtaining and previewing 16 mm. films preliminary to their program use. Film Council of America, 6 W. Ontario Street, Chicago 10. 15 cents.

AUDIO-VISUAL

Selected References on Audio-Visual Methods. Compiled by Louis S. Goodman and Yvonne Jones. (Mimeographed.) Film Research Associates, P.O. Box 205, New York 10. Pp. 30. \$1.

CURRICULUM

A Forward Step. The improvement of teaching through the stimulation of teacher growth. Third in a series of curriculum bulletins prepared during the last year by Maine teachers in cooperation with the elementary curriculum division of the Maine State Department of Education, Augusta. Curriculum Bulletin No. 7. Pp. 121. 50 cents.

A Tree of Books. Curriculum Bulletin II. Compiled under the direction of Ernest G. Lake, superintendent, Gloucester, Mass. Book list for boys and girls in Grades 1 to 8. Illustrated with original drawings by Virginia Lee Burton. Pp. 86.

Science in Everyday Living. Progress report of source materials for early grades and educational use of a natural area. Issued by the division of curriculum development and the division of elementary schools, New York City Board of Education, 110 Livingston Street, Brooklyn 2. Curriculum Bulletin, No. 6, 1947-48 series. Pp. 87.

Living and Learning Experiences in the Elementary Schools of South Carolina. Prepared by a committee on elementary education under the direction of W. J. Castine, chief supervisor of elementary education; Thomas I. Dowling, director of instruction, and Minnie Lee Rowland, consultant in primary education. State Department of Education, Columbia, S.C. Pp. 87.

Selected Bibliography on New York City—Past and Present. Prepared by the bureau of reference, research and statistics, division of curriculum research, New York City Board of Education. For elementary and junior high school grades. Pp. 185.

HIGHER EDUCATION

Universities in Need. Description of how stricken universities abroad are struggling to resume normal activities. Prepared in cooperation with World Student Relief Organization of Geneva, Switzerland. UNESCO, Reconstruction Department, 19 Avenue Kléber, Paris 16e. Pp. 34. Free.

PUBLIC RELATIONS

Some Special Services Offered by Your Schools. Report of the Board of Education, Niles, Mich. Max Smith, superintendent. Vol. 2, No. 1. Pp. 8.

Your Public Relations. Edited by Glenn and Denny Griswold. A public relations handbook, based on actual case histories, with chapters by thirty-two public relations experts. Funk and Wagnalls Company, New York. Pp. 633. \$7.50.

SCHOOL PLANT

Planning and Modernizing the School Plant. By Merle A. Stoneman, associate professor of school administration, and Knute O. Broadly, director of extension division, both at the University of Nebraska, and Alanson D. Brainard, assistant superintendent of schools, Dearborn, Mich. University of Nebraska Press, Lincoln 8. Pp. 328.

The School Custodian's Housekeeping Handbook. By Henry H. Linn, professor of education, and Leslie C. Helm, superintendent of engineering service, both at Teachers College, Columbia University, and K. P. Grabarkiewicz, supervisor of maintenance for public schools of Montgomery County, Maryland. Bureau of Publications, Teachers College, Columbia University, New York 27. Pp. 256. \$3.75.

Planning the Schoolhouse. Proceedings of first annual Washington State School Plant Workshop. State Department of Public Instruction, Olympia, Wash. Pearl A. Wanamaker, state superintendent. Pp. 23.

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Best of all, little girl, Litesite is an aid to better seeing. The school and lighting people who planned your classroom chose Litesite because it provides brightness without glare, and aids in the proper distribution of classroom light. You see, Litesite is color-designed to improve the visual environment of the modern classroom.

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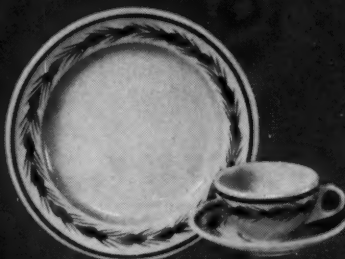
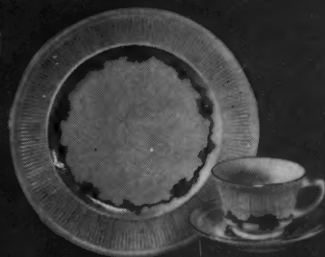
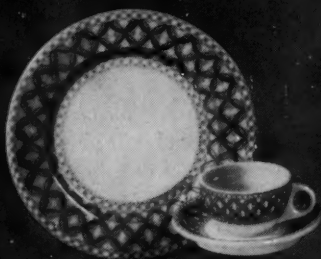
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Penn Harris, Harrisburg, Pa.



Nicollet, Minneapolis, Minn.



NEWS...

Names in the News

(Continued From Page 56.)

construction called by UNESCO in Paris for January 5 and 6.

Lyle W. Ashby has been appointed assistant secretary for professional relations of the National Education Association. Dr. Ashby formerly was associate director of the division of publications and assistant editor of the *NEA Journal*.

Wallace H. Strevell has been appointed chief of the research and planning section of the education and cultural relations division of the Office of Military Government in the American zone of Germany. Dr. Strevell resigned his position as supervising principal of Pine Plains Central School, Pine Plains, N. Y., in June 1947 to complete his work for a doctor of education degree at Teachers College, Columbia University.

Floyde E. Brooker, director of audio-visual instruction in the U.S. Office of Education, is head of a board of educators which will select universities where Encyclopaedia Britannica Films' tuition scholarships will be granted this summer. The scholarships are for summer course training in audio-visual education.

IN THE COLLEGES . . .

E. C. Bolmeier, formerly assistant superintendent of schools in Jackson, Miss., and W. A. Stumpf, formerly professor of education at the University of Georgia, have been appointed to associate professorships in the Department of Education at Duke University. Their duties will be primarily in the field of school administration; they will assist in developing the program for the newly authorized doctor of education degree for administrators.

Alvin Christian Eurich, acting president of Stanford University, will head New York's projected \$200,000,000 state university system. The university setup was authorized by the legislature last August. The fifteen-member board of trustees will take over administrative control of thirty-one state financed colleges and universities, now administered by individual boards, April 10.

Arthur Hollis Edens, associate director of the General Education Board of the Rockefeller Foundation, is the new president of Duke University.

G. Harold Silvius, associate professor of industrial education at Wayne University, Detroit, has been appointed a

member of the education research committee for the American Vocational Association.

William Scott Gray, professor of education at the University of Chicago, at the invitation of the Egyptian Ministry of Education, is spending the winter quarter as a visiting professor at the Higher Training College in Gizeh, near Cairo.

Arch O. Heck, professor of school administration at Ohio State University, is on an educational mission for the army. He will be in Tokyo until April.

DEATHS . . .

Margaret E. Lacey, 76, who retired in 1938 as the only woman member of the board of examiners of the New York City school system, died at her home in Plattsburg, N. Y., recently.

Van Cleve Brugler, 71, former supervising principal of the schools in Hackensack, N.J., died December 28.

George E. Kapp, 63, of White Plains, N. Y., died December 27. He was principal of the Battle Hill School and had been a member of the White Plains public school system for thirty-three years.

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Report Recommends School, Civic Group Cooperation

GREAT NECK, N.Y.—Closer cooperation between public school officials and civic groups is recommended in a special report made after a two-year study of Great Neck's education system.

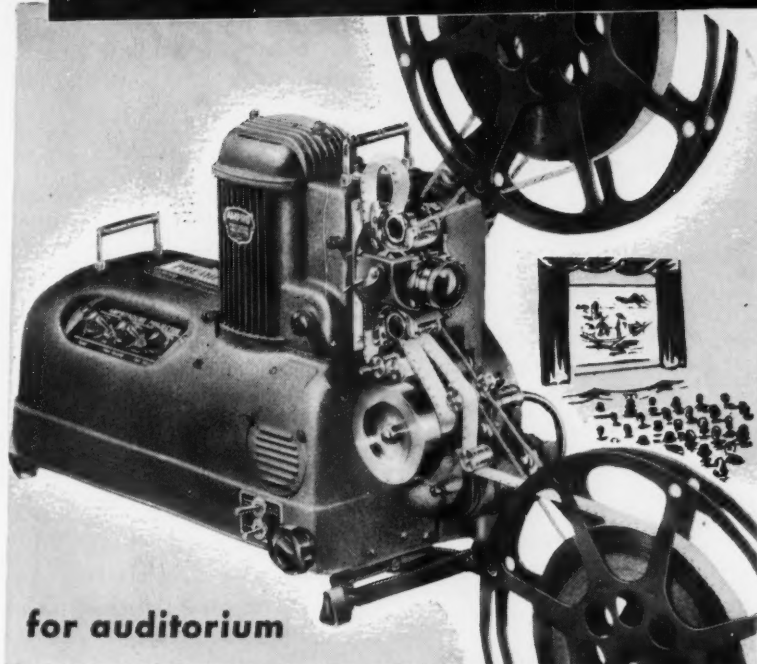
The report is based on the Teachers College-Great Neck cooperative study of the Great Neck public schools. It was prepared by the local education association and was published by the board of education.

Declaring that "citizens and teachers are being involved in educational administration," the experts said: "Better educational policies result when citizens and teachers participate in developing them. New policies operate better in practice when citizens and teachers have had some part in formulating them."

Increase State Chief's Salary

LANSING, MICH.—By action of the state legislature, the salary of the state superintendent of public instruction has been increased from \$7500 to \$12,500 annually, effective July 1. The legislature also increased the salaries of several other chief state officers.

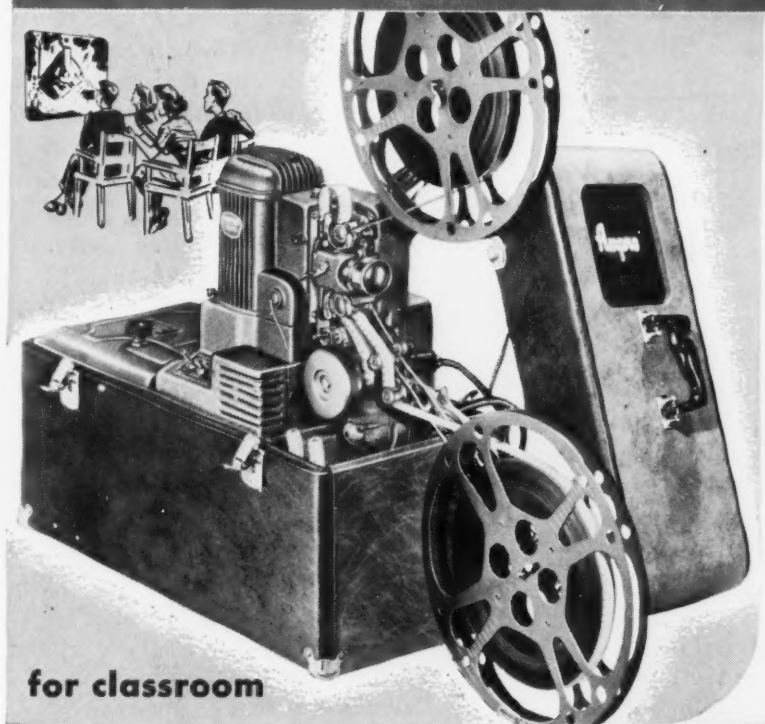
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Ampro "Compact"

—a complete portable 16mm.
sound projection unit in ONE case:

For moderate-sized audiences—in smaller rooms or classrooms—the Ampro Compact is ideal. It is portable—the entire unit including projector, amplifier, detachable speaker and cord, extra 400' reel and film, is contained in one compact case. Through special counter-balancing mechanism, projector swings up into operating position in one easy movement. Has many special Ampro features. Operates unusually quietly; delivers Ampro quality sound and illumination—and is economically priced. Send for illustrated circular giving full details.

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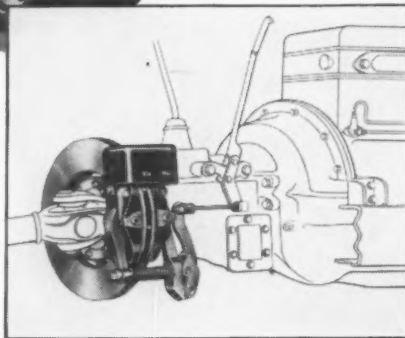
DON'T TOLERATE A SCHOOL BUS

WITH THIS *Hidden Hazard*

Many accidents attributed to other causes might have been prevented by the use of real emergency brakes—instead of just "parking brakes."



Picture below shows unique design of TRU-STOP Emergency Brake. Its efficiency is largely due to the "ventilated disc" which dissipates the intense heat generated in the braking process.



IN ORDER properly to evaluate parking brake accidents, we must first draw a distinction between "parking" brakes and real "emergency" brakes.

A parking brake need have only sufficient capacity to prevent the vehicle from moving after it has been brought to a full stop by the foot or "service" brake.

On the other hand, a real emergency brake has the capacity to substitute for service brakes in case of service brake failure or to supplement them where only a quick stop will prevent an accident.

PREVENTABLE ACCIDENTS

Interstate Commerce Commission reports covering 165 accidents due to mechanical failure of parking brakes on vehicles other than private passenger cars show 106 or 64.2% were attributed to "insufficient capacity" of the parking brake.

But I.C.C. has no means of finding out how many other accidents would have been prevented had the vehicles involved been equipped with good emergency brakes.

THE HUMAN FACTOR

Here the human factor enters the equation. Almost any driver faced with an emergency requiring a quick stop or realizing that his service brakes have failed will instinctively reach for his hand brake. He depends upon it whether it is dependable or not. Then, if there is an accident, it will very likely be attributed to some cause other than inadequate emergency brakes—the real cause of the accident.

To quote from an I.C.C. report dated September 23, 1947, "If there is any single part of the vehicle which drivers and carriers feel is not, on the average, suitable for the job it is the parking brake."

A "MUST" FOR SCHOOL BUSES

Obviously one type of vehicle that must have good emergency brakes is the school bus. A large percentage of

new school buses are equipped with TRU-STOP Emergency Brakes. And, fortunately, most chassis manufacturers provide TRU-STOP—either as standard or optional equipment.

THE TRU-STOP EMERGENCY BRAKE

TRU-STOP is an independent braking system with disc type brake. It is engineered to decelerate, stop and hold the loaded vehicle from speeds up to 50 M.P.H.—repeatedly—without damage to brake linings. Thus, TRU-STOP is in every sense a true Emergency Brake—one that will substitute for or supplement service brakes as well as serve as a parking brake.

ADDED SAFETY AT NEGLIGIBLE COST

Considering the safety of TRU-STOP Emergency Brakes as contrasted with the hazard of ordinary "parking brakes," the small additional cost of TRU-STOP in proportion to the over-all cost of a bus becomes negligible.

It is important that anyone responsible for specifying, buying or authorizing the purchase of school buses should know the facts about TRU-STOP Emergency Brakes. Write to Department S, American Chain & Cable Company, Inc., 6-235 General Motors Building, Detroit 2, Michigan.

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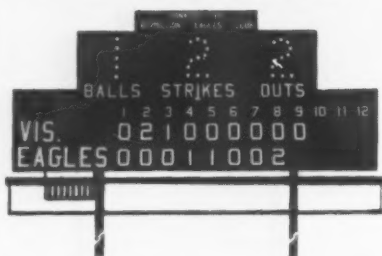
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sits down too →*

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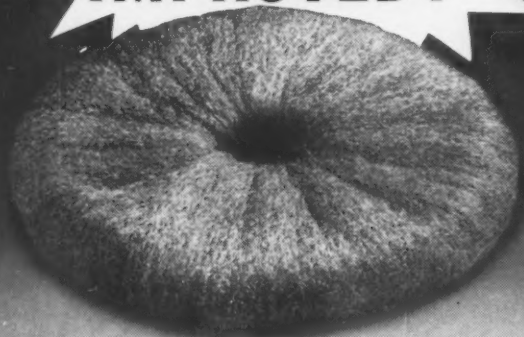
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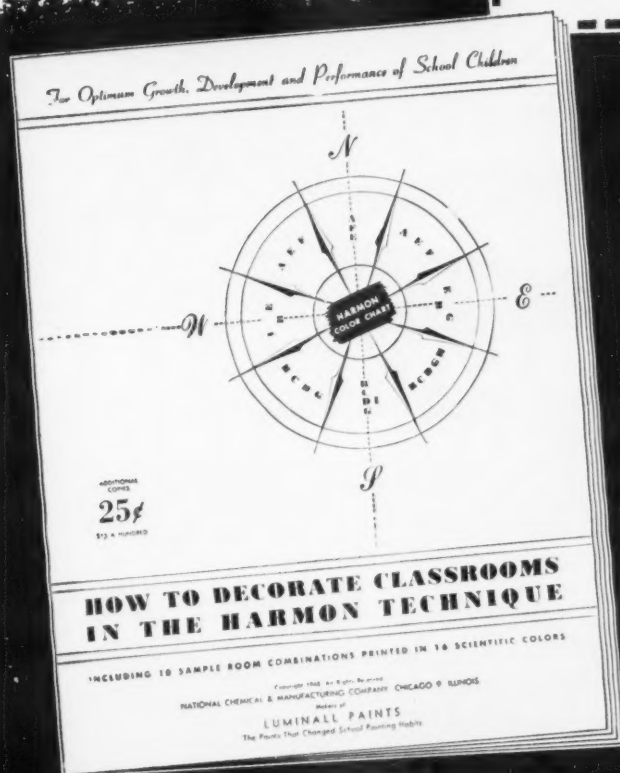
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Geneva College

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The experience of Dietitian Doris Seaman is a typical example of the way food service authorities depend on Gas Cooking Equipment. Despite the size of the additional load, Gas Ranges, Ovens, Grilles and other units, even older equipment are serving beyond rated capacity. And, modern Gas Cooking Equipment never fails to measure up to every volume cooking need.

The qualities of the fuel itself establish GAS as the ideal heat source for volume cooking. The automatic controllability of GAS over the entire range of cooking temperatures makes each type of Gas Cooking Equipment suitable for a number of different functions. Thus the two ranges, oven, grille, and coffee urn provide a flexible set of volume cooking tools for serving 800 balanced meals daily. Then, too, the speed, cleanliness, economy, and versatility of GAS are important to efficient and sanitary food service operations. At Geneva College the sanitary requirements are further served by a time-saving Gas-fired Dishwasher.



McKee Hall, Geneva College, Beaver Falls, Pa.



McKee Hall Dining Room



Modern oven (right) and heavy duty range (left) supplement original GAS Equipment to provide adequate volume cooking capacity for increased food service requirements. Mrs. Tillie Hunter, Head Cook, and Mrs. Eleanor Reed, Assistant, direct kitchen operation.

In thousands of schools and colleges, and in other types of institutions you'll find adequate proof of the results obtained with GAS and modern Gas Cooking Equipment for volume food service.



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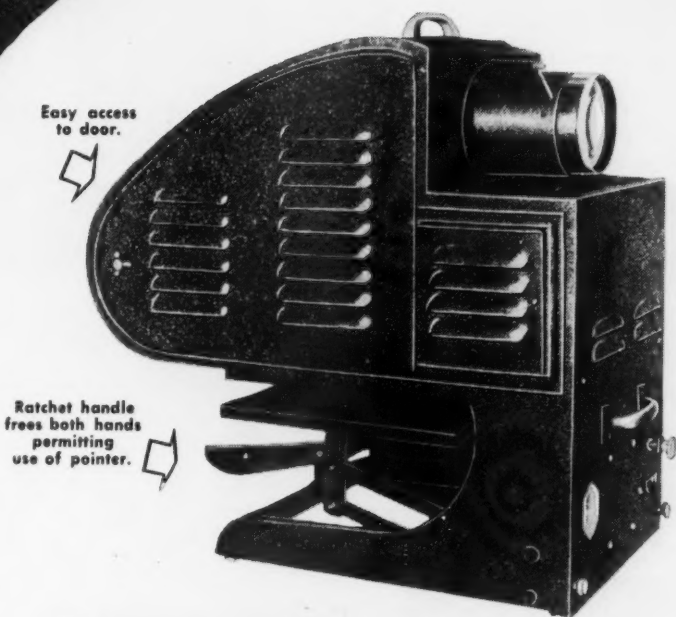


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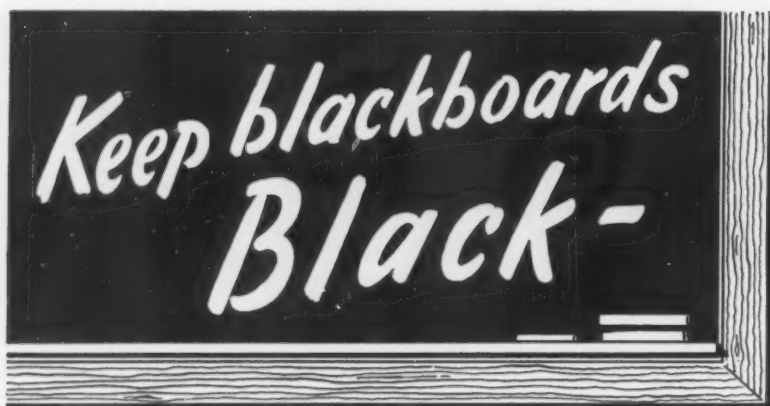
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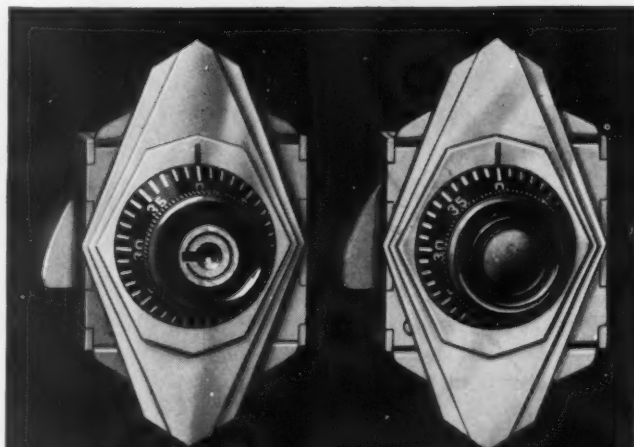
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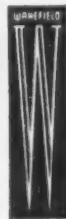
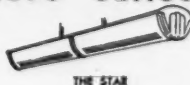
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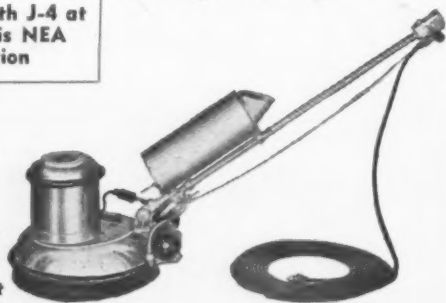
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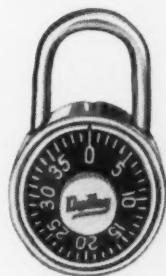
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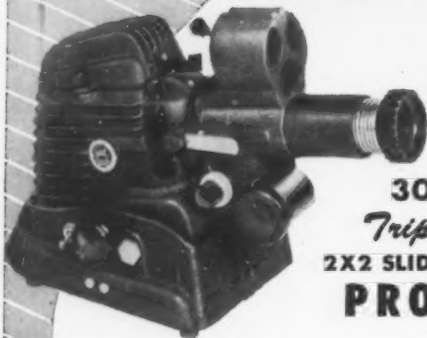


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SPECIFICATION DH-A1

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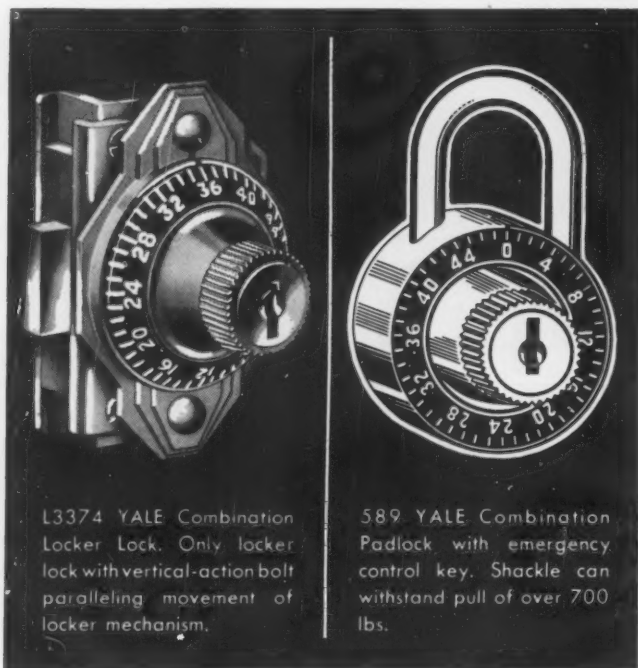
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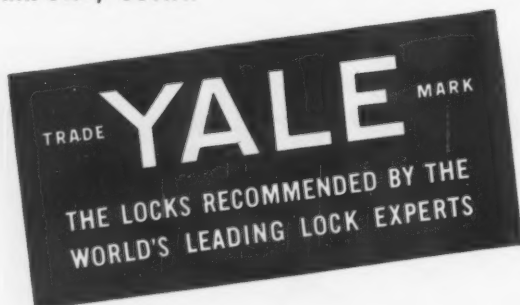
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Note difference in size between slimline (A) and regular fluorescent (B)



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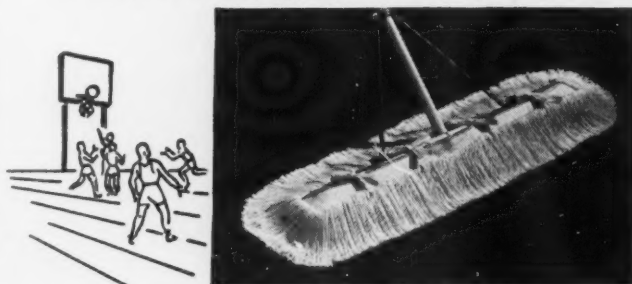
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"BIG X"—a giant mop that keeps large-area floors spick and span with a minimum of time consumption. "BIG X" glides smoothly over floor surfaces; snatches up dust on contact. Husky—wears longer, too. Can be removed from block for washing! Order—and insist on getting—"BIG X" Dust Mops. Your supply jobber has them or can get them for you from



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INCORPORATED 1908

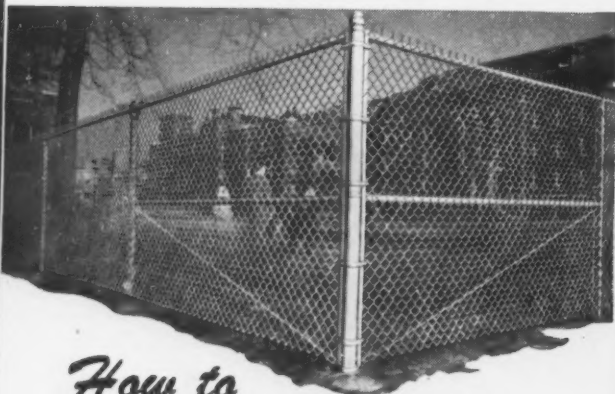
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NEW

CHEVROLET ADVANCE-DESIGN SCHOOL BUS CHASSIS



Specially designed for a special job, Chevrolet Advance-Design School Bus Chassis are outstanding for ease of control and smooth performance. Every test will prove Chevrolet's economy, durability and—most important of all—**SAFETY!**

Exclusive four-speed synchro-mesh trans-

mission; wide-base wheels for better road stability; almost frictionless recirculating ball-bearing steering-gear; Hydrovac power braking (standard on 199-inch model, optional on 161-inch model); valve-in-head engine which makes maximum pulling power available, even in high gear, at less than 35 m.p.h. governed speed.

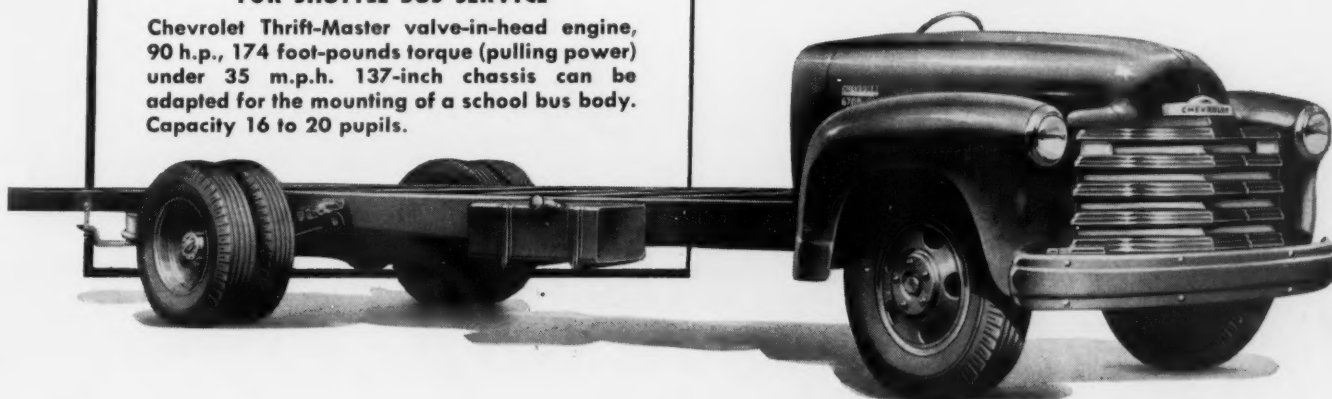
SCHOOL BUS CHASSIS WITH 161-INCH AND 199-INCH WHEELBASE

These new chassis have gross vehicle weights of 10,500 to 15,000 pounds; passenger capacity, 30 to 54. Chevrolet valve-in-head Thrift-Master engine (90 h.p., 174 ft.-lb. torque) and Load-Master engine (93 h.p., 192 ft.-lb. torque) in the 161- and 199-inch models respectively.

137-INCH WHEELBASE CHASSIS IDEAL FOR SHUTTLE BUS SERVICE

Chevrolet Thrift-Master valve-in-head engine, 90 h.p., 174 foot-pounds torque (pulling power) under 35 m.p.h. 137-inch chassis can be adapted for the mounting of a school bus body. Capacity 16 to 20 pupils.

CHEVROLET MOTOR DIVISION, General Motors Corporation
DETROIT 2, MICHIGAN





For the School of Tomorrow install *Just Line* Stainless Steel Equipment . . . Today!

Sanitation in your Domestic Science Departments, your laboratories and your cafeterias should be your first consideration — whether you build a new school or modernize your present buildings.

It is for this reason that so many of the modern schools have installed

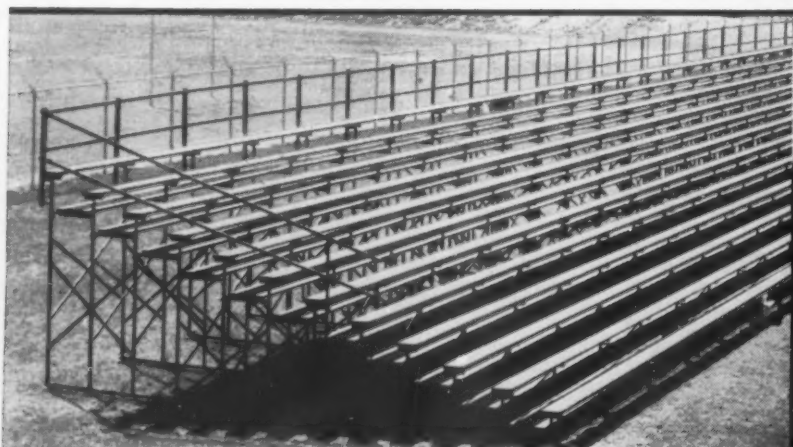
Just Line Stainless Steel Equipment

Its smooth, seamless, easy-to-clean-and-keep-clean stainless steel surfaces assure you of the utmost in sanitation

while its sturdy all steel electrically welded construction assure you of uninterrupted lifetime service at lowest maintenance cost.

Write for literature S-249 and send us your specifications. Our Engineers will gladly cooperate with you in developing your plans.

Just *Manufacturing Co.*
4610-20 W. 21st Street, Chicago 50, Illinois



HERE'S a break for those who need new or additional Portable Steel Bleachers for '49 football season seating. If you can let us know what additional seating capacity you'll need — and will take delivery, NOW — we can accept a limited number of orders at this time. Our backlog for late spring and summer delivery indicates a steady demand but we can still get through a fair amount of seating for delivery in January, February and March.

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Make your plans and place your orders for quick delivery — you'll avoid the confusion and delay that usually attend late shipments — and you'll have your seating up and ready when you need them.

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Which?



It's Day-Brite in 80 Denver Schools

The Denver Colorado Public School relighting program is attracting nationwide attention in educational circles. Fluorescent lighting was chosen because it gives cool, efficient, shadowless light. Fixtures were selected by arranging actual test installations by competing manufacturers. With impartial advice from experts, the Denver Board of Education judged the competitive installations and the fixture selected unanimously was the Day-Brite "Viz-Aid."

Which does *your* school lighting produce?

Cheerful, relaxed, easy-to-teach pupils, proud of their well-lighted classrooms.

Or . . .

Scowling, squinting, restless children trying to learn in a fraction of the light they need?

The unfortunate fact is that today the average American schoolroom is lighted with only about $\frac{1}{3}$ the amount of light needed for good seeing.

The benefits of proper schoolroom lighting aren't confined to students. Teachers, too, find their work easier, less tiring. Principals report they have far fewer disciplinary problems.

The need for better school lighting is urgent!

You can help! A survey of your school lighting is the first step. Your utility, electrical contractor, architect, your Day-Brite representative . . . any of these will be happy to assist you. Call on any of them to help you start relighting your classrooms . . . NOW!



the DAY-BRITE "VIZ-AID"

More than 20,000 "Viz-Aids" are being installed in 80 Denver Public Schools.

The Day-Brite representative in your area offers his assistance and experience. For complete information about starting your school relighting program, send for your Day-Brite representative or write now to:

Day-Brite Lighting, Inc., 5451 Bulwer Avenue,
St. Louis 7, Missouri.
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The "FEEL"
of a GOOD SAW**

ATKINS No. 65 "Silver Steel"

Teach him the "feel" of a good saw—and he'll be a better craftsman all his life. He'll learn faster and he'll learn better, because he'll find there's real enjoyment in sawing at its best—with an Atkins No. 65, for instance. Made of famous "Silver Steel," the 65 cuts fast and easily. It bites deep with every stroke, never binds or sticks because it's true taper ground. Its "Perfection" handle prevents wrist strain. And it is a great saw for classroom use because of the way it stands up under the abuse that "green" hands can give a saw... The 65 is just one of the complete line of Atkins Handsaws that speed student learning. Specify Atkins on your next order.

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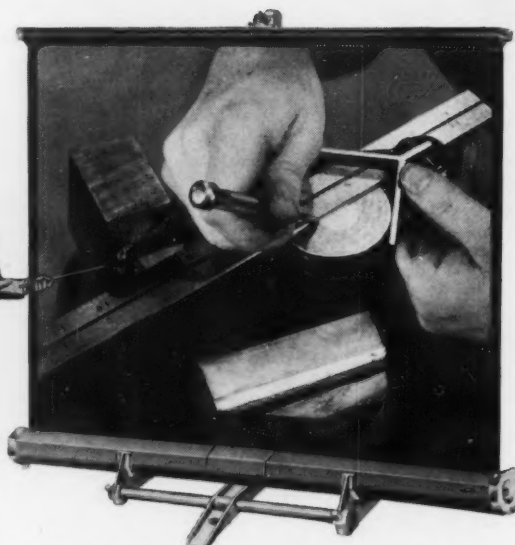


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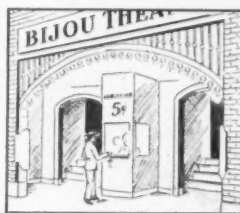
THE DA-LITE MODEL C is an ideal semi-portable, heavy-duty screen for large classrooms and auditoriums. It may be suspended from ceiling or wall or placed, as the 9'x12' size here illustrated, in Da-Lite's sturdy Model C Aluminum Floor Stand.

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—THE SCREENS THAT

EXPERIENCE BUILT!

For forty years, Da-Lite has pioneered in producing the best screens for professional and non-professional projection. The same high quality which makes Da-Lite the preferred screen in the finest theaters, is found in all Da-Lite portable models used in schools, churches, industry and homes.



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Made by the originators of the "Crystal-Beaded" fabric, Da-Lite Screens give new life and brilliance

to all types of projected visual aids. Ask your supplier for Da-Lite Screens today! Sixty-eight models and sizes.



Write for **FREE** sample swatch of Da-Lite "Crystal-Beaded" fabric and 16-page booklet on Da-Lite Screens. Da-Lite Screen Company, Inc., 2757 North Pulaski Rd., Chicago 39, Illinois.

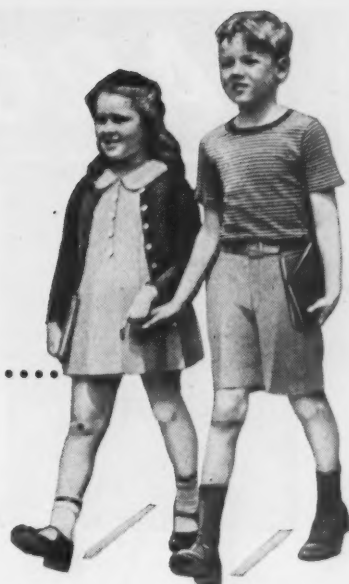
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QUALITY

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YOUR CLASSROOM SEATING —

help or hindrance to pupils?



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Both desk and seat adjustable to varying heights . . . top usable in level or 10° slope positions . . . natural finish with light reflectance of 30 to 55% reduces eyestrain . . . deep-curved back and self-adjusting lower rail to fit each occupant . . . chair swivels 45° either way . . . roomy, sanitary, one-piece steel book-box . . . built for long service, streamlined for inviting beauty.

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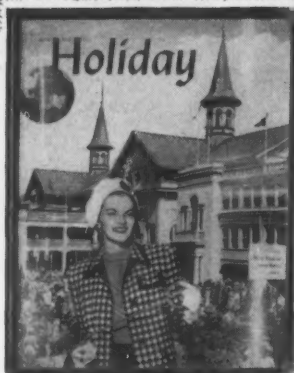
American Universal Desks; Envoy Chairs, Desks, and Tablet-Arm Chairs; Universal Tables; Steel Folding Chairs; and Bodiform Auditorium Chairs.



**Envoy Desk
No. 362**

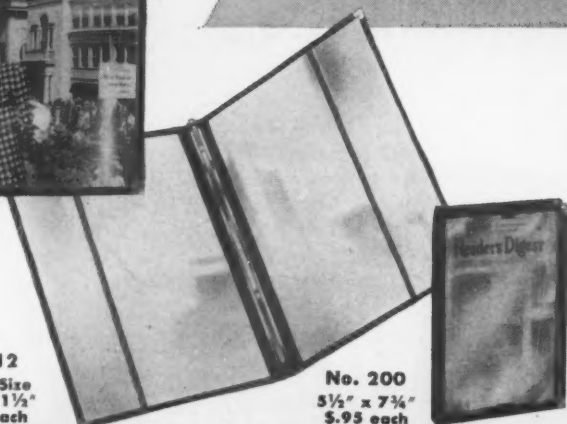
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10½" x 13½"
\$1.55 each

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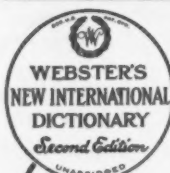
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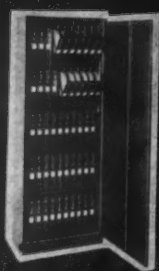
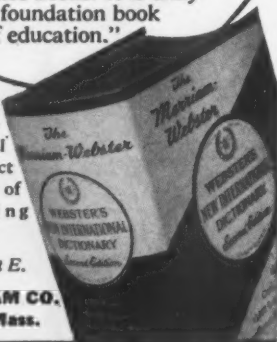
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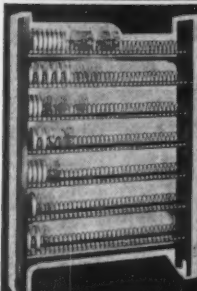
SAFE - MODEL



PROJECTION TABLE T-134



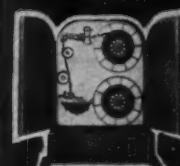
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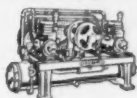
PRODUCTS CORP.
429 WEST 42 STREET NEW YORK, N.Y.



"17 years of dependable service given us by Frigidaire equipment convinced us our new reach-ins should be Frigidaire, too," says Mrs. Ellen P. Havens, business manager of the Emma Pendelton Bradley Home, Riverside, R. I. New England Sales Corp., Providence, was the dealer.



"Substantial operating economies and food savings have resulted from our installation of 11 new Frigidaire Compressors," reports H. H. Robertson, assistant manager of the Hotel Jayhawk, Topeka, Kansas. S. I. Miles and Son, Topeka, sold the installation.



"Excellent operating results," says Stanley Patterson, Buildings and Grounds Superintendent, describing the performance of the 27 Frigidaire installations that serve Southern Methodist University, Dallas, Texas. All equipment was sold and installed by Joe Hoppe & Co., Dallas.



Frigidaire Saves Money for Others

See How Frigidaire Reach-Ins Can Save You Money in Serving Food!



Users of Frigidaire Reach-In Refrigerators in schools, restaurants, hospitals, hotels and institutions the nation over have found these dependable products provide better refrigeration results at low cost.

And no wonder, for these efficient reach-ins are built to the highest quality standards in the industry. Frigidaire compressors, cooling units, and controls are precision-matched to work together like a championship team. Cabinets are of sealed steel construction, insulated with a thick, cold-keeping blanket of fibrous glass. Exterior finish is gleaming Dulux, interior is Lifetime Porcelain.

These and dozens of other exclusive Frigidaire features all add up to longer life, lower operating costs, and better performance. So why not get the full story of Frigidaire Reach-Ins now?

For a full line of products you can depend on and a name you can depend on, call your dependable Frigidaire Dealer. Find name in Classified Phone Directory. Or write Frigidaire Division of General Motors, Dayton 1, Ohio. (In Canada, Leaside 12, Ont.)

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Over 400 Frigidaire commercial refrigeration and air conditioning products—most complete line in the industry.

Integrated Office Practice Instruction Includes Adding-Listing Machines

Two basic types of machines needed for an integrated office practice course are the crank type calculator and the full keyboard adding-listing machine. Monroe offers these basic machines in an assortment that many schools have found ideal for classes of twenty-five pupils or more.

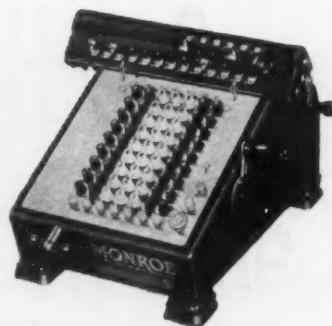
MONROE ADDING-CALCULATOR (MODEL 1A-5)



... this electric Monroe Calculator enables the students to apply the basic training gained with the Educator, by using a machine that they will find in general use in business.

MONROE EDUCATOR

... a crank type Monroe Adding-Calculator made specially for schools only at a special price. Experience has shown that *five Monroe Educators* give the students ample opportunity to learn and practice the essentials of mechanical figuring.

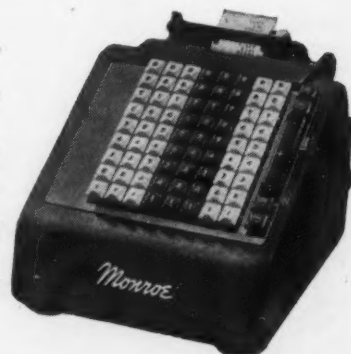


AVAILABLE TO ALL TEACHERS

- Course of Study in Office Machines (form B-184)
- Teachers' Guide for the Monroe Educator (form B-182)
- Teaching Office Practice by the Rotation Plan (form B-118)
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MONROE ADDING-LISTING MACHINE MODEL 408-11-001

... Here is a full keyboard, electrically operated adding machine, that enables the students to learn and practice accounting methods.



All of these Monroe Models are available for immediate delivery. Office Practice Courses are provided for all models. Write our Educational Department for details.

Monroe Calculating Machine Co., Inc.

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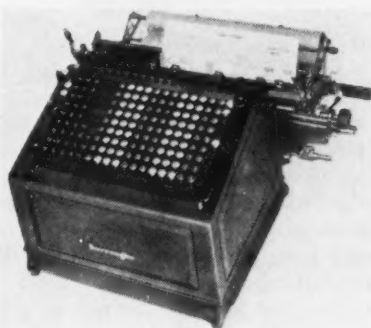
What's New **FOR SCHOOLS**

FEBRUARY 1949

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 136. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Budgetary Accounting Machine



The new Burroughs Budgetary Accounting Machine is designed for faster, simpler operation in budgetary accounting and reporting. The machine is set up to produce all records necessary for budgetary control and to produce them simply and at high speed. Automatic features include totals-to-date and balances; proof totals; line-lock proof of balances; printing of dates and ciphers, and fully automatic carriage.

The simple keyboard has few motor bars and distinctive symbol keys for controlling and identifying each kind of transaction. The keyboard slope, generous key spacing and light key action help the operator to handle figures rapidly and the automatic action simplifies operation. **Burroughs Adding Machine Co., Dept. NS, Detroit 32, Mich. (Key No. 353)**

Electric Time System

The new electric time system developed by IBM regulates all clocks in a time system without special supervisory or clock wiring. The master clock is plugged into an ordinary light socket and electronically checks all clocks in the system individually and automatically once an hour for uniformity with the master clock. Through electronic tube action in a transmitter, the control clock sends a supervisory impulse out over the regular electric current lines and if any clock in the system is slower or faster than the master time control, it corrects itself once each hour automatically.

Automatic signaling through the program unit of the master control is also possible without special signal wiring.

Connected to the regular alternating current, the signals sound automatically through their electronic receivers when an impulse is released to them. With the new system, coordinated time control and uniform time throughout a building or group of buildings can be maintained without special clock wiring. **International Business Machines Corp., Dept. NS, 590 Madison Ave., New York 22, N.Y. (Key No. 354)**

Gym Finish

Johnson's Gym Finish, the sealer and top-coater for gymnasium and classroom floors, has been improved by the addition of new ingredients to the formula. It now offers greater protection against wear and abrasion, the surface is more water repellent thus permitting repeated washings without dulling and the drying time has been shortened.

Johnson's Gym Finish will cover 350 to 450 sq. ft. per gallon on the first coat on a new floor and on later coats one gallon will cover 400 to 660 sq. ft. It is sold in 1, 5, 30 and 55 gallon containers. **S. C. Johnson & Son, Inc., Dept. NS, Racine, Wis. (Key No. 355)**

Stencil Sheets

Two new stencil sheets have recently been announced by A. B. Dick Company. The new addressing stencil sheet is designed for use with mailing list addresses which, through its use, can now be mimeographed on gummed, perforated label sheets. Guide lines which correspond to perforations on special gummed paper are shown on the special stencil sheet, thus providing a simple, inexpensive addressing method.

The new handwriting stencil sheet is designed especially for use by teachers in the production of lesson sheets, tests and other classroom needs. These can be written by hand by the teacher at her convenience and as many copies as may be needed produced on the mimeograph. Free hand illustrations and lettering can also be drawn on these new stencil sheets which can be filed for re-run if required. **A. B. Dick Company, Dept. NS, 720 W. Jackson Blvd., Chicago 6. (Key No. 356)**

Alcohol-Resistant Wax

A new alcohol-resistant wax, which is designed to reduce floor maintenance in rooms where alcohol is used, has been proved impervious to alcohol under severest tests. This floor-protective wax can be safely used on any type of flooring since it is a water-dispersed Carnauba wax containing no harmful solvents. It is concentrated, self-leveling and does not increase slipperiness of floor coverings. The new wax should prove effective in school laboratories, science departments, lunch rooms and other areas. **Huntington Laboratories, Inc., Dept. NS, Huntington, Ind. (Key No. 357)**

Eraser Cleaner

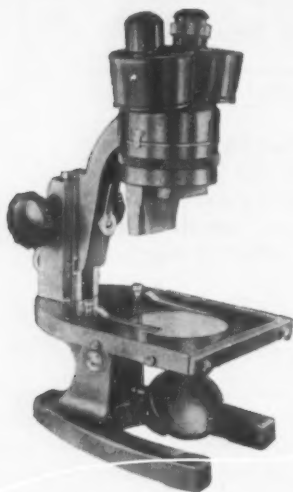
A combination cleaner known as the Eras-O-Matic has been developed for use as a blackboard eraser cleaner, to remove dust and dirt from venetian blinds, shades, walls, floors, rugs and other areas, and to vacuum dust from chalk troughs and other hard to reach places. The unit is light weight and portable and has attachments for the various uses which make it an all-purpose cleaner for the classroom.

The Eras-O-Matic is sturdily built with a durable casting of highly polished aluminum. The fan develops strong suction for all attachments and the unit is equipped with a 1/3 h.p. electric motor with sealed ball-bearings that require no oiling. The machine



can be carried or placed on a table for operation. **E. W. A. Rowles Co., Dept. NS, Arlington Heights, Ill. (Key No. 358)**

Wide Field Microscope



The new BK-2 microscope, designed for use in schools, is one of a new line developed by Bausch & Lomb. This junior stereoscopic wide field microscope may be used for examination of specimens with either reflected or transmitted light and has a dustproof, geared prism housing. The extra wide rack and double dovetail extension slide are features of the new line. Other features include a glass stage with front metal protection plate; latest design V-U base detachable by the turn of a knob; concave mirror and diffusing disc adjustable in three planes; hand rests; adjustable vertical eyepiece, and 2 sets paired objectives in revolving, dustproof double nosepiece. The microscope has a wood case equipped with lock and key.

The new series of wide-field microscopes consists of 15 basic models that can be interchanged into 58 different combinations. All eyepieces and objectives are of new design and the microscopes are equipped with diffusing discs of black and white that provide background contrast. All models in the new line are finished in a neutral gray enamel that is attractive and easy to keep clean. **Bausch & Lomb Optical Co., Dept. NS, 635 St. Paul St., Rochester 2, N.Y. (Key No. 359)**

Aluminum Door Closer

The new "broad-shouldered" Norton door closer has a permanent mold aluminum case. The resulting light weight makes possible speedy and economical installation. The new closer has had exhaustive field and factory tests equivalent to 20 years of continuous use without interruption.

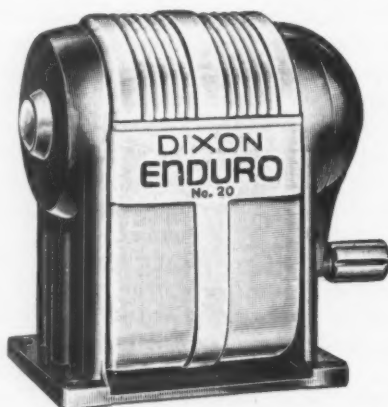
The new aluminum closers are of the rack and pinion hydraulic type, which gives positive door control at every point in the movement of the door, and have all steel interior parts. The closers have a leakproof shaft, new oil-lite bottom bearings, 50 per cent greater bearing sur-

face, two speeds of regulation on one screw and holder arms that permit the door to be held at any desired opening. Made in all standard sizes with 6 types of holder arms and 7 bracket styles, the new Norton closers are finished in gold, aluminum and bronze or in standard brown, black or prime coat. **Norton Door Closer Co., Dept. NS, 2900 N. Western Ave., Chicago 18. (Key No. 360)**

Enduro Pencil Sharpeners

The new Dixon #20 Enduro pencil sharpener is built for long wear and good service. The pencil opening expands to fit any size pencil and a lever adjusts for fine or blunt points. A Point-Stop prevents pencil waste. The extra large, scientifically ground cutters make sharpening easy, fast and clean. Extra capacity receptacles are available in green, burgundy or amber.

The new Enduro Draftsman #27 sharpener has all of the qualities of the #20 but was especially designed for drawing pencils. **Joseph Dixon Crucible**



Co., Dept. NS, Jersey City 3, N. J. (Key No. 361)

Typewriter Margin Justifier

A new model of the Marginator, the mechanism to align the right hand margin of typewritten work, has recently been announced. It is designed to fit the proportional spacing Executive Model typewriter developed by the International Business Machines Corporation and makes it possible to prepare simulated typeset copy on the typewriter.

The device not only makes allowance for the variance in width of typewritten characters but provides automatic justification for the right margin. It should be useful in preparing material for reproduction by any of the standard duplicating methods and should be especially interesting to those responsible for production of school newspapers and similar material. **Marginator Company, Dept. NS, 2022 Glendale Blvd., Los Angeles 26, Calif. (Key No. 362)**

Plastic Disc SoundEraser

Plastic discs for dictation and recording can now be re-used 25 times or more. A compact machine about the size of a portable radio, known as the SoundEraser, automatically erases all sound from used discs. The SoundEraser is electrically powered from any conventional outlet. The operator places a recorded disc on a spindle, presses a button and in less than a minute the lid of the machine opens automatically and exposes the completely erased disc ready for re-use. **The SoundScriber Corp., Dept. NS, New Haven 4, Conn. (Key No. 363)**

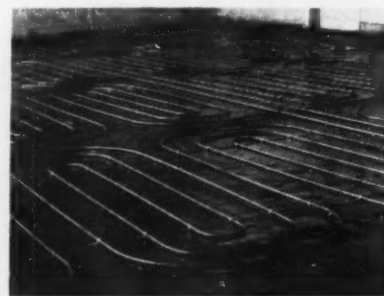
Lighter for Bunsen Burners

The Irving Liter is designed to be attached firmly and permanently to the tube of any Bunsen Burners from $\frac{3}{8}$ to $\frac{1}{2}$ inch o.d. Only one hand is required to light the burner with the Irving Liter thus leaving the other free. The Liter eliminates the need for matches and is ready for instant use at all times. **W. M. Welch Scientific Co., Dept. NS, 1515 Sedgwick St., Chicago 10. (Key No. 364)**

Even-Ray Heating

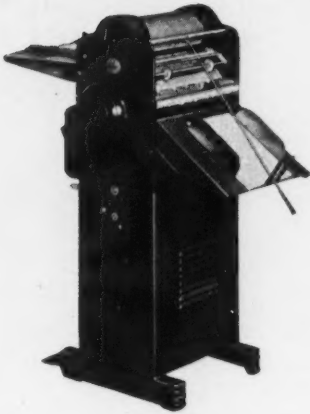
The Even-Ray Coil Mat has been developed to provide effective circulation for radiant heating systems. Coils in mat form are installed with a minimum of time and effort and provide even distribution of heat. Mats are machine formed to exact measurements to suit the needs and the coils are held in position by spreaders for shipment. The spreaders or spacers act as connectors for ceiling installations and a special spreader is furnished for floor installation which holds the coils at the proper elevation while concrete is being poured.

The coils are designed to give an even output of infra-red rays. This is accomplished by the method of winding which alternates the supply position with the return for a balanced output. Made of Type L, hard tempered copper tubing, the Even-Ray coil is rigid



and easy to handle when installing. **The Even-Ray Co., Inc., Dept. NS, 879 Broadway, Newark 4, N.J. (Key No. 365)**

Offset Duplicator



A small, compact unit specifically designed for multiple copy systems work and short run duplicating has recently been announced. This new Davidson Model 210 Series Offset Duplicator embodies many of the basic principles of the Davidson Dual Duplicator and will handle any paper stock from onion skin to light cardboard without changing pressure adjustments. Employing the offset principle of duplicating, copies are clean, sharp black or other color and are exact duplicates of the original.

The machine is power driven for automatic operation and may also be operated by hand. Master copies are prepared by typing, writing or drawing directly on the Davidson Paper Master. The machine is easy to operate, perfect registration is maintained by the paper control, and the blanket cylinder is at the top for easy accessibility. **Davidson Mfg. Corp., Dept. NS, 1020 W. Adams St., Chicago 7. (Key No. 366)**

Frigidaire "Meter-Miser"

A model of the "Meter-Miser" for commercial and institutional refrigeration has been developed by Frigidaire. This new lightweight, rotary refrigeration mechanism is contained in a small compact package weighing little more than 85 pounds. The improved design and engineering have simplified the mechanism so that the compressor has only two simple parts that move. The refrigerant condenser is mounted on a liquid refrigerant receiver and a small horizontal electric fan cools the unit. The mechanism is sealed and self-oiling.

Three models of the new unit are available to provide for varying capacities. The new unit is adaptable to a wide variety of installations requiring remote type refrigerating mechanism. It can be installed in corners, under counters or can be suspended from the ceiling. **Frigidaire Div., General Motors Corp., Dept. NS, Dayton 1, Ohio. (Key No. 367)**

Corrugated-Sponge Matting

A new type of floor matting has been introduced which combines long wearing qualities with exceptional resiliency. A $\frac{1}{8}$ inch corrugated rubber matting black solid top surface is applied to a $\frac{3}{16}$ inch sponge rubber base to form the new Corrugated-Sponge rubber matting. It is designed for use in laboratories, back of registration desks and in other places where individuals must stand since the combination matting provides comfort and silence while helping to reduce fatigue. It is provided in 36 inch widths in lengths up to 25 yards. **American Mat Corporation, Dept. NS, Toledo 1, Ohio. (Key No. 368)**

Adding-Figuring Machine

The new Underwood Sundstrand Adding-Figuring Machines have streamlined design and are finished in a new two tone gray and black combination. The machines are available with various column capacities and feature a newly designed paper tear-off knife which provides complete visibility for all figures at



all times. The machine is equipped with direct subtraction credit balance and three point control whereby three motorized keys perform six functions: adding, subtracting, non-adding, sub-totaling, totaling and printing of credit balance as either a sub-total or total. **Underwood Corp., Dept. NS, 1 Park Ave., New York 16. (Key No. 369)**

Electric Hand Drier

The new electric Airtowel hand drier operates by means of a sturdy switch mounted on a heavy steel platform. The universal motor with self-oiling bearings provides instant hot air which dries hands in approximately 40 seconds. The heating element is constructed to give long, trouble-free service and operates on 115 volts AC or DC. The unit is easy to install and inexpensive to operate. **Morici Products Corp., Dept. NS, 835 W. Madison St., Chicago 7. (Key No. 370)**

Film Splicer

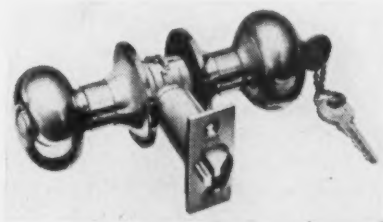
The new Semi-professional Splicer developed by Bell & Howell is designed to handle both 8 mm. and 16 mm. films. The splicer shears both ends of the film diagonally and applies pressure to the film ends while they are being cemented. Heat is applied to the shear blades, thus shortening cement setting time. The splicer has provision for scraping emulsion from both the left and the right hand film ends and a gauge block on the splicer base simplifies setting the scraper blades at the proper working depth.

The splicer is designed for screwing to the work table and has an accessory sub-base to accommodate the splicer with a complete editing outfit. The base and operating arms of the new splicer are made of cast aluminum with hardened, ground stainless steel shear blades. **Bell & Howell Co., Dept. NS, 7100 McCormick Rd., Chicago 45. (Key No. 371)**

Yale Heavy Duty Tubular Lock

The new line of Yale Heavy Duty Tubular Locks contains five basic locksets, with four of them having the optional deadlocking bolt to make nine different models. They include all important lock functions, from a connecting door with a plain latchbolt, to an entrance door where double lock cylinders are required. Yet all models are uniform in appearance and completely interchangeable. A feature of the new line is the fact that total installation time is only about 10 minutes, thus making possible a great saving of time in new construction where many locks must be installed.

Each new lock is especially packaged in four units at the factory to facilitate installation. The locks are so designed as to fit doors of different thicknesses and the key-in-the-knob feature of the new locks simplifies the detail on the faces of doors. The locks contain self-lubricating, anti-friction latchbolts for quiet, easy operation, they can be master-keyed or keyed alike with other Yale locks, are made of pressure-formed metals for extra durability and finished



in either polished or dull brass, bronze or chrome. **The Yale & Towne Mfg. Co., Dept. NS, Stamford, Conn. (Key No. 372)**

Product Literature

- "A catalog of the world's largest library of educational motion pictures and slidefilms" is the sub-head of the new 44 page, 2 color **catalog** recently published by Encyclopaedia Britannica Films Inc., Wilmette, Ill. Close to 300 educational sound motion pictures are listed both alphabetically with descriptive details and some illustrations and in a "Where To Use" section comprising nine pages which list the subject area correlations for all EBFilms. General areas of instruction, ranging from primary grades through high school, college and adult education, are broken down into their many fields of instruction in this section. Films in foreign language versions, covering 13 tongues, are also included in the comprehensive and attractively printed catalog. (Key No. 373)
- A new catalog has been issued by S. Blickman, Inc., Weehawken, N. J., covering "Value Line Stainless Steel Sinks." Fully illustrated, the new catalog contains complete specifications on the 16 variations of these heavy-duty fully welded sinks with round corner construction, seamless surfaces and lever-handle waste outlet which has an externally operated handle for opening and shutting the valve. The line includes 1, 2 and 3 compartment sinks, all available with 1 or 2 drainboards on right or left or both, or without drainboards. (Key No. 374)
- RKO Radio Pictures Inc., RKO Bldg., Rockefeller Center, New York 20, has prepared an attractive "Catalog of 16 mm. Educational Films" to announce its entrance into the audio-visual education field. The new catalog, which is fully indexed, lists and explains all educational film subjects in the new line which is being offered for school use only. (Key No. 375)
- A new 1948-1949 I.C.S. Catalog of 16 mm. sound films has been issued by Institutional Cinema Service, Inc., 1560 Broadway, New York 19. This 128 page book lists educational and recreational films as well as projector equipment. (Key No. 376)
- An attractively laid out and printed booklet has been issued by David E. Kennedy, Inc., 72 Second Ave., Brooklyn 15, N. Y., entitled "About Cork." Sub-titled "An Architect's Handbook on Kencork Floors and Walls," the book carries information on the history of cork, physical characteristics of cork, why cork floors and walls, floor installation, wall installation, floor maintenance and protection, architect's specifications and other helpful material. Illustrations of cork installations add to the interest. (Key No. 377)
- A model schoolroom providing adequate facilities and flexibility of arrangement has been designed by Armstrong Cork Co., Lancaster, Pa., from helpful suggestions received from teachers, educational advisers, school supervisors, representatives of the National Education Association, an experienced architect-designer and Armstrong's Bureau of Interior Decoration. To supplement the design, a portfolio has been prepared by the company which explains in detail the ideas presented in the model schoolroom. The portfolio contains a booklet, "Ideas for an up-to-date schoolroom," which should serve as helpful data to be incorporated in school building planning. Printed in black and white, the booklet is profusely illustrated, contains layout drawings, descriptive text and designs for custom made floors. A full color page showing the model schoolroom is included in the portfolio. Administrators, architects and others concerned with planning new schools or modernization of old ones should find the "Ideas" portfolio of real assistance. (Key No. 378)
- "Everything in Radio and Electronics" is the title of the new 1949, 180 page catalog issued by Allied Radio Corp., 833 W. Jackson Blvd., Chicago 7. All equipment is presented in organized sections with items indexed for easy reference. (Key No. 379)
- Information on the new Magnesium Folding Chairs developed by Louis Rastetter and Sons Co., Fort Wayne 1, Ind., is given in a folder issued by that company. Simplicity of folding, flat stacking qualities, light weight and attractive appearance are some of the points covered. (Key No. 380)
- Catalog No. 12 contains complete information on Atlas Athletic Equipment developed by Atlas Athletic Equipment Co., 1240 S. Seventh St., St. Louis 4, Mo. Equipment for baseball, football, basketball, boxing, gym and field as well as miscellaneous items are described and illustrated in this attractively laid out and printed booklet. (Key No. 381)
- The American Gas Association, 420 Lexington Ave., New York 17, has recently issued a most impressive book on "Commercial Kitchens." A reference book and guide for those concerned with volume cooking, the book has 242 pages and is board bound. In addition to information on the gas industry and the market for gas service, the book has chapters on commercial cooking, planning a new kitchen, planning modernization and alterations, layouts for kitchens, fuel other than gas and other helpful data. The book sells for \$5 per copy and is completely indexed. (Key No. 382)
- Catalog No. 400 gives detailed information and illustrations of the "14 Inch South Bend Precision Drill Press" with diagrammatic drawings, complete specifications and motor prices. It has been prepared by South Bend Lathe Works, 425 E. Madison St., South Bend 22, Ind. (Key No. 383)
- The new Educational Catalog issued by Library Films, Inc., 25 W. 45th St., New York 19, covers all subjects most applicable to visual education. A wide range of 16 mm. sound films is listed and the catalog contains a large chart, suitable for posting on bulletin boards, indicating which films are best suited to any chapter of the most widely used textbooks. (Key No. 384)
- Those concerned with swimming pools, and with water used in laboratories, laundries and other parts of the institution, will be interested in a leaflet recently prepared by Creative Chemical Co., 4618 Friendship Ave., Pittsburgh 24, Pa. Entitled "The Symbol pH, Its Meaning, Derivation and Methods of Determination," the leaflet presents, in simple terms, the information suggested by its title. (Key No. 385)
- A complete catalog on the 3R Line of maintenance products has been published by George Stuart Co., Division of Fuld Bros., Inc., Baltimore 31, Md. Entitled "Maintenance and Sanitation Guide for Schools and Institutions," the catalog gives detailed information on all products in this line developed especially for school and institutional use. (Key No. 386)
- As its title indicates, "Accessories for Your 16 mm. Sound Projector" is a folder listing booster amplifiers, single and dual speed turntables, projection lenses, microphones and stands, extension cords, reels and other accessories for use with 16 mm. projector equipment. Complete information with prices is included in the folder issued by Natco, Inc., 505 N. Sacramento Blvd., Chicago 12. (Key No. 387)

Film Releases

"Energy in Our Rivers," "A Pioneer Home," "Winds and Their Causes," "Algebra in Everyday Life" and "How to Be Well Groomed," all 1 reel, sound, color or black and white. Coronet Instructional Films, Coronet Bldg., Chicago 1. (Key No. 388)

Suppliers' Plant News

Dixie Cup Company, Easton, Pa., manufacturer of paper cups and containers, announces removal of its Los Angeles office and warehouse to larger quarters at 2600 E. 12th St. (Key No. 389)

INDEX TO PRODUCT INFORMATION & ADVERTISEMENTS

● INDEX TO "WHAT'S NEW"

(Pages 133-136)

Key	
353	Burroughs Adding Machine Co. Budgetary Accounting Machine
354	International Business Machines Corp. Electric Time System
355	S. C. Johnson & Son, Inc. Gym Finish
356	A. B. Dick Company Stencil Sheets
357	Huntington Laboratories, Inc. Alcohol-Resistant Wax
358	E. W. A. Rowles Co. Eraser Cleaner
359	Bausch & Lomb Optical Co. Wide Field Microscope
360	Norton Door Closer Co. Aluminum Door Closer
361	Joseph Dixon Crucible Co. Enduro Pencil Sharpeners
362	Marginator Company Typewriter Margin Justifier
363	The SoundScriber Corp. Plastic SoundEraser
364	W. M. Welsh Scientific Co. Lighter for Bunsen Burners
365	The Even-Ray Co., Inc. Even-Ray Heating Coils
366	Davidson Mfg. Corp. Offset Duplicator
367	Frigidaire Div., General Motors Corp. "Meter-Mixer"
368	American Mat Corporation "Corrugated-Sponge" Matting

Key	
369	Underwood Corporation Adding-Figuring Machine
370	Marici Products Corp. Electric Hand Drier
371	Bell & Howell Co. Film Splicer
372	The Yale & Towne Mfg. Co. Yale Heavy Duty Tubular Locks
373	Encyclopaedia Britannica Films, Inc. Catalog
374	S. Nickman, Inc. Catalog
375	RKO Radio Pictures, Inc. Catalog
376	Institutional Cinema Service, Inc. Catalog
377	David E. Kennedy, Inc. "About Cork"
378	Armstrong Cork Co. "Ideas" Portfolio
379	Allied Radio Corp. 1949 Catalog
380	Louis Rastetter & Sons Co. Magnesium Chairs Folder
381	Atlas Athletic Equipment Co. Catalog No. 12
382	American Gas Association "Commercial Kitchens"
383	South Bend Lathe Works Catalog
384	Library Films Catalog
385	Creative Chemical Co. "The Symbol pH"
386	George Stuart Co. Catalog
387	Natco, Inc. Accessories Folder
388	Coronet Instructional Films Film Releases
389	Dixie Cup Company Los Angeles Address

INDEX TO PRODUCTS ADVERTISED

Key		Page
390	Adams & Westlake Company Aluminum Windows	119
391	Allied Radio Corp. Radio Catalog	116
392	Aluminum Cooking Utensil Company Kitchen Equipment	79
393	American Blower Corporation Unit Ventilator	91
394	American Chain & Cable Co. Emergency Brakes	104
395	American Photocopy Equipment Co. Duplicating Machine	102
396	American Seating Company School Seating	129
397	American Standard Mfg. Co. Dust Mops	124
398	American Structural Products Company Glass Blocks	77
399	American Type Foundry Corp. Graphic Arts Information	76
400	Ampro Corporation Movie Projector	103
401	Archer Manufacturing Co. Portable Dental Chair	110
402	Armstrong Cork Company Floor Material	20
403	Armstrong Cork Company Wall Tile	75
404	Atkins & Company, E. C. Saws	128
405	Bay West Paper Company Paper Towels	80
406	Beckley-Cardy Company Classroom Equipment	120
407	Bell & Howell Company Movie Projector	63
408	Beesler Company, Chas. Opaque Projector	111
409	Blakeslee & Company, G. S. Dishwasher	100
410	Bobrick Manufacturing Corp. Soap Dispensers	106
411	Brillo Manufacturing Company Steel Wooler	110
412	Celotex Corporation Acoustical Material	93

INDEX CONTINUED ON FOLLOWING PAGE →

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This card is detachable and is provided for your convenience in obtaining information on all items advertised in this issue or described in the "What's New" Section. See reverse side.

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Index to Products Advertised—Continued

Key	Page
413 Chevrolet Motor Division School Bus Chassis	125
414 Church Mfg. Co., C. F. Toilet Seats	82
415 Churchill Manufacturing Company Gym Floor Finish	116
416 Claridge Products Co. Chalkboard	116
417 Clavin Mfg. Co. Folding Chairs	110
418 Columbia Mills, Inc. Window Shades	13
419 Compton & Company, F. E. Encyclopedia	4th cover
420 Coronet Instructional Films Films	61
421 Crane Company Plumbing Equipment	85
422 Crestwood Recorder Corporation Recording Machine	73
423 Da-Lite Screen Co., Inc. Projection Screen	128
424 Darnell Corporation, Ltd. Casters	124
425 Day-Brite Lighting, Inc. School Lighting	127
426 Detroit-Michigan Stove Co. Kitchen Equipment	71
427 Detroit Steel Products Co. Steel Windows	9
428 Dick Company, A. B. Duplicator	105
429 Ditto, Inc. Duplicator	113
430 Dudley Lock Corporation Locks	118
431 Du Pont de Nemours & Co., Inc., E. I. Book Covering Material	62
432 Facing Tile Institute Structural Tile	14, 15
433 Finelli System, Inc. Floor Maintenance	68
434 Ford Motor Company School Bus Chassis	87
435 Frigidaire Division Refrigerator	131
436 Gaylord Brothers Magazine Protectors	130
437 Gearpress Wringer, Inc. Nap Wringer	108
438 General Electric Co. School Lighting	123

Key	Page
439 GoldE Manufacturing Company Projection Machine	118
440 Gumpert Company, Inc., S. Institutional Food	2nd cover
441 Hamilton Manufacturing Co. Laboratory Furniture	120
442 Hammond Desk Co. Desks	112
443 Haywood-Wakefield Company School Seating	85
444 Hild Floor Machine Co. Floor Maintenance	94
445 Hillyard Sales Companies Floor Maintenance	12
446 Hobart Manufacturing Company Dishwashing Machine	Facing Page 65
447 Holden Patent Book Cover Co. Book Covers	81
448 Hollingshead Corp., R. M. Maintenance Chemicals	2
449 Holmes Projector Company Movie Projector	124
450 Horn Brothers Co. Folding Bleachers	68
451 Hotpoint, Inc. Kitchen Equipment	7
452 Huntington Laboratories, Inc. Liquid Soap	86
453 International Bronze Tablet Co. Memorial Tablets	78
454 Just Manufacturing Co. Stainless Steel Equipment	128
455 Kent Company, Inc. Floor Maintenance Machines	116
456 Kewanee Boiler Corporation Steel Boilers	11
457 Kewanee Mfg. Co. Laboratory Furniture	68
458 Krueger Metal Products Co. Folding Chair	118
459 Lyon Metal Products, Incorporated Lockers—Folding Chairs	5
460 Mahke Productions, Carl F. Vocational Films	110
461 Medart Products, Inc., Fred Gymnasium Equipment — Lockers	18, 19
462 Merriam Company, G. & C. Dictionary	130

Key	Page
463 Minwax Company, Inc. Weathercap	84
464 Monroe Calculating Machine Co., Inc. Calculating Machine	122
465 Moore Co., E. R. Gym Suits	78
466 Mosaic Tile Company Mosaic Tile	63
467 Naden & Sons Scoreboards	108
468 National Cash Register Company Business Machines	117
469 National Chemical & Mfg. Co. Decorating Booklet	107
470 National Forum, Inc. Personal Guidance Program	114
471 National Lock Company Locks	114
472 Nelson Co., Inc., A. R. Classroom Wardrobes	73
473 Neumade Products Corp. Film Accessories	130
474 Norcor Manufacturing Company Folding Chairs	122
475 Nystrom & Co., A. J. Maps	84
476 Page Fence Association Wire Fence	124
477 Palmer Fixture Company Eraser Cleaner	112
478 Perry, Inc., Parker D. Institutional Tableware	108
479 Peterson & Company, Leonard Laboratory Furniture	76
480 Pittsburgh-Corning Corporation Glass Blocks	16, 17
481 Powers Regulator Co. Temperature Control	88
482 Rowles Company, E. W. A. Chalkboard Erasers	86
483 Royal Typewriter Company, Inc. Typewriter	88
484 Schlage Lock Co. Locks	88
485 Sexton & Company, John Institutional Food	Following Page 64
486 Sheldon & Company, E. H. Laboratory Furniture	82
487 Shenango Pottery Company China	101
488 Sloan Valve Company Flush Valves	1
489 Squires Inkwell Company Ink Wells	110
490 Standard Electric Time Company Program Time System	88
491 Stuart Co., George Maintenance Products	88
492 U. S. Slicing Machine Food Machine	87
493 Universal Bleacher Co. Portable Bleacher	126
494 Victor Animatograph Corporation Movie Projector	2nd cover
495 Vonnegut Hardware Company Panic Devices	121
496 Wakefield Brass Company, F. W. School Lighting	115
497 Weber Costello Company Chalkboard	100
498 Webster Electric Company Recording Machine	87
499 Williams Company Steel Wooler	108
500 Yale & Towne Manufacturing Company Locks	122

February, 1949

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

WHAT'S NEW

ADVERTISEMENTS

352	363	383	398	405	420	435	450	465	480	495
354	365	384	391	406	421	436	451	466	481	496
355	366	385	392	407	422	437	452	467	482	497
356	367	386	393	408	423	438	453	468	483	498
357	368	387	394	409	424	439	454	469	484	499
358	369	388	395	410	425	440	455	470	485	500
359	370	389	396	411	426	441	456	471	486	
360	371		397	412	427	442	457	472	487	
361	372		398	413	428	443	458	473	488	
362	373		399	414	429	444	459	474	489	
363	374		400	415	430	445	460	475	490	
364	375		401	416	431	446	461	476	491	
365	376		402	417	432	447	462	477	492	
366	377		403	418	433	448	463	478	493	
367	378		404	419	434	449	464	479	494	

NAME	TITLE		
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